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ABSTRACT

The study examined student access to higher education in Florida by analyzing the state's current policy regarding student access and articulation, the statewide articulation agreement and the uniformity of its application, the limited access programs and their effect on student mobility, enrollment funding policies and their effect on student access, and factors that either promote student access or hinder it. Among the report's findings were the following: (1) larger numbers of Florida high school students are seeking postsecondary education; (2) there is a lack of consensus on what constitutes a limited access program definition--a matter of concern because limited access designations impact student progress and mobility; (3) the College-Level Academic Skills Test (CLAST) is a critical College-Level Academic Skills Test (CLAST) is a necessary component of a student's progress to the bachelor's degree and need not pose a hindrance to access; and (4) enrollment funding negatively affects student access in that policies have not sufficiently allowed for growth. The report also studied, and made observations concerning, social access, geographical access, and economic access to higher education in the state. Twenty-six recommendations are made. Appendices include 18 tables of data and copies of the Florida Statutes and Administrative Code Rules related to access and articulation. Contains 29 references. (GLR)

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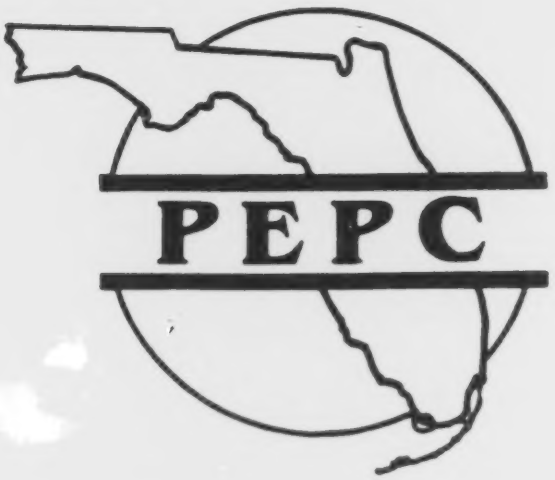

STUDENT ACCESS TO HIGHER EDUCATION

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Report and Recommendations of the Postsecondary Education Planning Commission

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1991 - REPORT 1

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Coral Gables

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Gainesville

[illegible]atrowicz
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Robert M. Taylor
Fort Myers

Carolyn M. Wilson
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William B. Proctor, Executive Director

The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority (SS 240.145 and 240.147, Florida Statutes), serves as an advisory body to the State Board of Education on all postsecondary education matters. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically evaluating the State's 28 regional coordinating councils for vocational education and adult general education.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 231 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894.

POSTSECONDARY EDUCATION PLANNING COMMISSION

STUDENT ACCESS TO HIGHER EDUCATION IN FLORIDA

Prepared in Response to Specific Appropriation 634B
of the
1990 General Appropriations Act
Chapter 90-209, Laws of Florida

1991 - Report 1

February 1, 1991

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EXECUTIVE SUMMARY

Proviso language accompanying Specific Appropriation 634B of the 1990 General Appropriations Act directed the Postsecondary Education Planning Commission to study student access to higher education. Proviso language further indicated that the study include, but not be limited to, the following:

1. An analysis of current state policy regarding student access and articulation.

2. An analysis of the statewide articulation agreement and the uniformity of its application.

3. An analysis of limited access programs and their effect on student mobility.

4. An analysis of enrollment funding policies and their effect on student access.

5. An identification of factors that promote student access.

6. An identification of factors that hinder student access and recommendations for their remedy.

The Chairman of the Commission directed the Program Committee to conduct this study. Alan Fickett chaired the Committee, and other members included Commissioners Ralph Hogges, Donald Kahn, and James Talley. The Committee held meetings on seven occasions between August 1990 and January 1991 related to this study. During those meetings the Committee discussed information collected for the report and received public testimony. Among the entities consulted during the development of the study were representatives of the State University System, the Division of Community Colleges, legislative staff, the Assistant Commission of Education, the Office of the Governor, the Office of Student Financial Assistance, and various public postsecondary institutions.

Access is a multifaceted concept. For purposes of this study, access has been visualized in terms of four dimensions: geographic access, social access, programmatic access, and economic access. Through publications over the years, the Commission has addressed each of the four major aspects of access, often individually, other times in combination. The **Master Plan for Florida Postsecondary Education** (1982) established the primacy of access in state-wide long-range planning. The state's commitment to access is succinctly stated in that document: Postsecondary education should be available to all who can benefit from it. In the current report, although separate chapters are devoted to the four major aspects of access, the Commission recognizes that these areas are rarely discrete.

Programmatic Access

The discussion of programmatic access in this report includes articulation, student progression, acceleration mechanisms, limited access programs, CLAST, and enrollment funding. State policies have established articulation as an important component of student access by providing for smooth movement of students who seek postsecondary education from secondary school through the community college system and into the university, as well as from secondary school to postsecondary vocational education. Articulation is deeply integrated into the laws and rules of Florida. Statute provides for a statewide Articulation Agreement and an

Articulation Coordinating Committee to oversee the implementation of the agreement. The Articulation Agreement is the cornerstone of Florida's articulation process and continues to be the most comprehensive agreement in the nation. The Articulation Coordinating Committee functions as an important forum where representatives of the various educational sectors and levels meet regularly on issues affecting student articulation and transfer.

The report analyzed student progression information and found that a larger number and a larger proportion of high school graduates are seeking postsecondary education in the State. Consequently, the community colleges and the state universities have absorbed increasing numbers of students. In addition, the number of community college students transferring into the State University System (SUS) has increased steadily. The study notes a trend of large numbers of community college students with no postsecondary degree entering SUS institutions. A second concern focuses on those AA degree graduates who do not transfer into a public university. Approximately 31 percent of the AA graduates in 1988-89 did not continue studying in the SUS or the Community College System.

A third programmatic access area involved acceleration mechanisms. Six articulated acceleration mechanisms have been used in Florida secondary schools: Advanced Placement (AP), College-Level Examination program (CLEP), Proficiency Examination Program (PEP), International Baccalaureate (IB), Dual Enrollment, and Early Admission. The importance of the availability and promotion of these options continues to be a Commission concern. The diversity represented in the programs reviewed should enhance access for all students.

Limited access programs were also examined through programmatic access. The study noted the lack of consensus on what constituted a limited access program definition. This issue was of considerable concern to the Commission because limited access designations impact student progress and mobility. Recent revisions to State Board of Education rules concerning limited access programs will define limited access programs. Accountability for these programs was also discussed; new reporting requirements as a result of the 1990 legislative session should produce much needed information on ways that designated limited access programs restrict access. Enrollment data indicated that, systemwide, proportionally more community college students with an AA degree were enrolled in limited access programs than were native SUS students. Wide variation, however, existed across the nine SUS institutions. In addition to reporting requirements, availability of limited access program information to students was also enhanced through recent legislative action.

The study recognized that the College-Level Academic Skills Test (CLAST) is a critical juncture in student progression to the bachelor's degree. The Commission maintains the belief that, with adequate preparation in the classroom and availability of support services, CLAST does not need to be a hinderance to access. Students of all racial/ethnic backgrounds and degree aspirations should be able to successfully complete CLAST requirements for the associate in arts degree and progress to the upper division in the State University System.

In examining enrollment funding policies and their relationship to access, the report found that enrollment funding contributes to the total access picture only to the extent that it is an element in a much larger formula used to determine budget requests and allocation of appropriated resources. The Commission's recommendation in its recent study, **Florida Community College Finance: Update**, concerning the calculation of enrollment workload should provide colleges with

additional resources to help alleviate the burden of "underfunded" students and provide for future enrollment growth. The present report concluded that enrollment funding policies have had a negative effect on access to the extent that the policies have not sufficiently allowed for growth, and the impact is particularly strong during these years of steady, rapid growth.

Social Access

Social access involved analysis of data concerning racial/ethnic minority groups as well as a discussion of factors that enhance and factors that hinder social access. The report determined that growth in the number of high school graduates who are black and Hispanic has not necessarily resulted in a significant increase in the numbers of black and Hispanic students enrolling in public postsecondary colleges and universities. Additionally, historical Commission data document a steady decline in the percentage of public community college AA graduates who are black or Hispanic. At the university level, the number of degrees awarded to black students increased while the proportion of all bachelor's degrees going to black students decreased. Hispanic students gained in both number and proportion of bachelor's degrees granted. Factors influencing social access included financial aid, college preparatory courses taken in high school, and enhancement activities such as College Reach-Out, college preparatory instruction in higher education, and other equal access/equal opportunity activities.

Geographic Access

A review of geographic access in Florida examined the strong, complementary nature of the 28 public community colleges and the nine state universities. In combination, Florida's "all one system" concept and "two plus two" approach have created and sustained the perception that the community college is the primary entry point for public higher education in Florida. However, the changing demographics of the State have resulted in unforeseen growth in new areas as well as great expansion in other areas, producing new conditions and new needs for the public postsecondary systems. The stress on these systems today is a clear symptom that the State must reassess the ability of existing institutions to achieve the kind of geographic access Florida requires. The need for expansion and/or the establishment of new institutions was acknowledged by the Commission in its 1990 study, **The Structure of Public Postsecondary Education in Florida**. In addition, the Commission's current study of criteria for the establishment of new institutions will recommend policy for expansion within the State University System and the Community College System.

Economic Access

Florida's policies related to financial aid, tuition, and support of the independent postsecondary sector have been the primary mechanisms to enhance access to higher education through the reduction of financial barriers. The study relates economic access to state financial aid and tuition policies, provides an overview of the State's financial aid programs, summarizes recent legislative studies concerning financial aid programs, and reviews major factors that enhance economic access. Current state policy stipulates that state student financial aid emphasize financial need. Florida offers a variety of financial aid programs on a need and non-need basis. Legislative action in recent years has resulted in annual increases in the Florida Student Assistance Grant (FSAG), the State's primary need-based financial aid program. Nonetheless, data suggest a lack of consistency between state policy that financial aid programs be need

based and state action which has resulted in a larger proportion of funds located in non-need based than in need-based programs. The study concluded that economic access must be protected and, if possible, strengthened by adherence to the State's need-based financial aid policy.

The State's public postsecondary institutions are experiencing significant increases in demand for entry as more students graduate from high school and the State's in-migration remains high. This increased demand for access to public postsecondary institutions has severely strained institutional resources. The present report reaffirms the critical need to address access through provision for additional space for students within the Community College System and the State University System. The State and individual institutions must work together to resolve the problems produced by growth if access to higher education is to remain a reality for Florida citizens. As a result of findings presented above, the Commission submits the following recommendations:

Recommendations:

1. **The State should continue to support articulation through policies, such as two-plus-two and lower division enrollment caps in the state universities, which recognize the public community college system as the primary access point for higher education in Florida.**

2. **To ensure continuing access to public higher education, the State and the higher education community need to address the current and future growth demands that are being placed on education.**

3. **The Legislature should identify upper division enrollment at the state universities as the top priority for growth support within the State University System.**

4. **Community colleges and state universities should strongly discourage community college students from transferring until completion of the associate in arts degree or successful completion of academic work required for an associate in arts degree and passage of three out of four College-level Academic Skills Test subtests.**

5. **The Legislature should either define "upper division" or delete it from statute since this terminology is often referenced in statute and rule, particularly in relation to articulation concerns.**

6. **Section 240.115(1)(a), Florida Statutes, and State Board of Education Rule 6A-10.024(4) should be revised to clarify the criteria for admission to the upper division by students who have not obtained an associate in arts degree or native students who have not completed CLAST requirements and to insert "public" at the appropriate points to ensure that both statute and rule references to university and community college students will be limited to students at public institutions.**

7. The Articulation Coordinating Committee should approve and periodically review statewide discipline specific articulation agreements.

8. The Board of Regents should establish a clear policy that would allow for Rule 6C-7.006, FAC, to be implemented and monitored at the state and institutional levels in such a manner that the limitation on non-Florida student enrollment can be enforced.

9. The Board of Regents and the State Board of Community Colleges should conduct a joint study of the general education core curriculum leading to the associate in arts degree in the community colleges and to the baccalaureate degree in the state universities with the goal of establishing parameters for the core curriculum.

10. State Board of Education Rule 6A-10.024(14), FAC, should be revised to allow for reporting on the standard transcript only those College-Level Academic Skills Test (CLAST) subtests successfully completed rather than reporting specific examination scores.

11. The Department of Education should conduct an in-depth evaluation of the Statewide Course Numbering System to assess the effectiveness of the system.

12. The Community College System, with the assistance of the State University System, should encourage and assist its institutions in the development of a tracking process, including both quantitative and qualitative data, for associate in arts degree seeking students.

13. State Board of Education policy regarding social access should reflect the goals of minority enrollment in public higher education which is proportional to the minority population of the State and minority graduation rates which are comparable to graduation rates of other students.

14. The Legislature should provide incentive funding to reward institutions that reach social access (EA/EO) goals in degrees granted.

15. Funding for the Minority Student Transfer Scholarship should be adequate to support both initial and renewal awards.

16. The State Board of Community Colleges should regularly assess minority students' experiences through the community college system, particularly the AA degree-seeking students.

17. Current financial aid policy contained in Section 240.437, Florida Statutes, requiring that aid be provided primarily on the basis of financial need, should be continued and proposed new programs should be carefully evaluated in light of their adherence to this policy.

18. Funding for the Florida Student Assistance Grant Program should be adequate to provide all eligible students the full amount of the award authorized.

19. The set-aside allocation for community college students from the Florida Student Assistance Grant Program should be continued and funded at a level sufficient to accommodate all eligible students.

20. The Legislature, the Board of Regents, and the State Board of Community Colleges should increase current student fee levels to ensure that students are contributing an appropriate amount toward their educational costs. Matriculation fees should be indexed in order to allow this significant source of revenue to reflect a sufficient share of the overall operating cost of each system. The indexing policies should retain a differential between university and college fees.

21. State support, through the practice of using state general revenue appropriations to pay a significant share of the actual cost of a student's education, should continue to be the primary mechanism for fostering economic access to higher education at the state level.

22. The Office of Student Financial Assistance should maintain at least one staff position that is designated for and dedicated to research and long-range planning.

23. The biennial analysis of financial aid moneys required in Section 240.424(5), F.S., of the Department of Education should be prepared as a report separate from the legislative budget request and disseminated broadly to the postsecondary education community, including the coordinating and governing boards and the institutional financial aid directors.

24. Section 240.424(5), F.S., should be amended to clearly indicate that the Board of Regents, the State Board of Community Colleges, and the public institutions should submit and broadly disseminate reports on the effectiveness of state-funded financial aid programs that they administer.

25. Florida laws requiring biennial reporting on the effectiveness of individual state financial aid programs, such as the Undergraduate Scholars Fund, administered by the Office of State Financial Assistance should be repealed.

26. The State should continue to support students in the independent sector through both direct and indirect funding mechanisms in order to foster choice and access to higher education.

I. INTRODUCTION

Proviso language accompanying Specific Appropriation 634B of the 1990 General Appropriations Act directed the Postsecondary Education Planning Commission to study student access to higher education. Proviso language further indicated that the study include, but not be limited to, the following:

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Access is a multifaceted concept often visualized in terms of four dimensions: geographic access, social access, programmatic access, and economic access. Encompassing these four critical areas, access is generally considered to be the major issue facing state as well as national leaders. Florida statute containing the statement of purpose and mission of the state's higher education system reflects access and its four dimensions: "The Legislature finds it in the public interest to provide a system of higher education...which enables students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development...[and] which fosters diversity of educational opportunity" (Section 240.105(1), F.S.).

Through publications over the years, the Commission has addressed each of the four major aspects of access, often individually, other times in combination. The **Master Plan for Florida Postsecondary Education** (1982) established the primacy of access in state-wide long-range planning. The state's commitment to access is succinctly stated in that document: Postsecondary education should be available to all who can benefit from it. The **Master Plan** also summarized how access had been considered in the past:

> Most of Florida's efforts in postsecondary education over the past twenty years have focused on widening geographical access, first to lower division programs, then to baccalaureate education and now to beginning graduate education for qualified students. After

examining current avenues of access to different forms and levels of education beyond the high school, we concluded that these are now within reach of most Floridians, although there remain some population groups for which special efforts will have to be made if access is to result in effective education.

The current study of access to higher education attempts to conceptualize access in a holistic manner. Although separate chapters are devoted to the four major aspects of access, the Commission recognizes that these areas are rarely discrete.

Ongoing efforts to enhance access are founded on several concerns. A major concern is that the State and the nation continually require a better-educated work force. A recent study from Cornell University reported that by the end of this century, the United States will need to add 42 percent more college graduates annually to its work force than are currently available. Professional, technical, and managerial jobs are expected to make up approximately 52 percent of the decade's employment growth. A college degree should also be worth more: between 1979 and 1987, pay for noncollege graduates increased by 30 percent compared to a 64 percent increase for college graduates. Analyses conducted by the American Council on Education have found that a college education remains a good investment, leading to better job opportunities and higher salaries, and lessening the chance of becoming unemployed (American Council on Education, 1990). The current oversupply of college graduates has also influenced the nature of the employee in the workforce. As employers are reluctant to accept a high school graduate, a college degree or evidence of some postsecondary education has become a major form of job certification.

Similar trends are found in Florida. **Florida Workforce 2000**, a report to identify workforce issues and present a plan to address those issues, stated that for the first time in history a majority of new jobs will require postsecondary education. Workers with more education will be in demand, earn more, and be employed in the fastest growing occupations. The report found that occupations in which a large proportion of workers have college training are among the fastest growing in the State. Among all workers age 25 to 54, 46 percent need at least one year of college. In some occupations (e.g., professional workers, technicians and related support workers), the proportion of workers needing some type of postsecondary education was much higher. As is the case nationally, workers with more education earn more and are less likely to be unemployed. Among the emerging industries predicted to play an important role in the state's economy by the year 2000 are lasers, film, biotechnology, aquaculture, and the space industry. All of these areas utilize a large number of personnel in those occupations requiring postsecondary education. Employment advantages coupled with increasing complexity in the workplace have motivated not only the traditional-aged person but also the non-traditional aged groups to seek higher education. These trends are not expected to abate, which means that access to postsecondary education will continue to be a preeminent issue in Florida.

In comparison with most other states, access to postsecondary education in Florida is characterized by two major distinctions. First, Florida has a more comprehensive access approach than most other states. The mechanisms exist to make access a reality: public postsecondary institutions are geographically distributed throughout the State with community colleges within commuting distance of virtually every segment of the population. The State has an array of financial aid programs to serve the diverse student body. A variety of

support programs exist to promote social access, both through orientation programs for secondary school students and support programs for enrolled students. Finally, Florida has an array of programmatic access efforts, including a statewide articulation agreement that guarantees AA graduates from Florida public community colleges admission to a state university; acceleration mechanisms to promote smooth, rapid movement into colleges and universities; articulation officers to assist students in the transfer process; and electronic transfer of student records. Florida's second major distinction is the existence of a number of state policies that reaffirm and direct the state's access efforts. National studies in recent years have recognized Florida as perhaps the leading state in the nation in terms of its comprehensive, holistic approach to access. In relation to the strong legislative role in mandating access policies, Knoell (1990) commented, "Florida appears to be pre-eminent among the states studied with respect to the scope and depth of state-level policy making by the State Board of Education at the direction of the legislature." While other states have questioned the need for strong legislative involvement, particularly in the aspect of articulation, this approach has served the students of Florida well and has maintained the interests of the students uppermost in the total access picture. Interwoven in the state's successes are the cooperative and collaborative attitudes among and between state governing and coordinating boards and institutions.

Notwithstanding the extensive scope of the access components now in place, national data show that Florida ranks 49th among the 50 states in the number of bachelor's degrees granted per 100,000 population. It would appear that access efforts have been less than successful. However, Florida is among the fastest growing states in the nation, with approximately 900 people moving into the State daily. Higher education is a long-term process and it will take many years before the data will begin to reflect the balancing of degrees granted and rapid population growth. Other large population states experiencing growth, such as California, Texas, and North Carolina, also rank below the mean among all states for the number of bachelor's degrees granted per 100,000 total population. Used as an indicator, these rankings raise concerns related to the state's economic development. What impact has the supply of bachelor's degree graduates had on the state's ability to attract new and retain existing industry? If the ratio of baccalaureate prepared persons to the total population is important, has the state's competitive strength been negatively affected by the postsecondary education level of its citizens?

II. PROGRAMMATIC ACCESS

Articulation and the Statewide Articulation Agreement

State policies have established articulation as an important component of student access by providing for smooth movement of students who seek postsecondary education from secondary school through the community college system and into the university, as well as from secondary school to postsecondary vocational education. Articulation is deeply integrated into the laws and rules of Florida. Among the duties of the State Board of Education, Section 229.053(2)(c), F.S., provides for general supervisory authority over the divisions of the Department of Education (DOE) "to ensure coordination of educational plans and programs and resolve controversies and to coordinate the academic calendars of universities, community colleges, and public schools to minimize problems of articulation and student transfers". Section 240.115, F.S., further stipulates that the articulation agreement established by the Department of Education will govern:

- articulation between secondary and postsecondary education;
- admission of associate in arts degree graduates from Florida community colleges and state universities;
- utilization of acceleration mechanisms, including nationally standardized examinations through which students may earn credit;
- articulation among programs in nursing.

State Board of Education rules were promulgated to establish the Articulation Coordinating Committee and to develop guidelines for other entities, programs, and mechanisms to enhance student articulation and transfer. These are cited in the following discussions. (See Appendix A for relevant statutes and rules.) Historically, the General Education Agreement adopted in 1959 by the governing board of the State University System (then the Florida Board of Control) and the Community College Council marked the first state-wide articulation agreement in Florida. This document encouraged all Florida public postsecondary institutions to develop a program of general education which would include at least 36 semester credit hours for students working toward a baccalaureate degree. Most importantly, the agreement called for each postsecondary institution to recognize the integrity of other public institutions' general education programs. In adopting this policy, the public institutions of higher education agreed that once a student was certified as having satisfactorily completed the prescribed general education program, no other public college or university could require further lower division general education courses in this program.

A new agreement promulgated in 1971, adopted by the State Board of Education and contained in Florida Administrative Code since 1975 (6A-10.024, FAC), was much more comprehensive in scope. Provisions of the rule require:

- Each public postsecondary institution and school district to plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit; institutions and school districts should establish joint programs and agreements to facilitate articulation,

acceleration, and efficient use of faculty, equipment, and facilities;

- The Commissioner of Education to establish an Articulation Coordinating Committee; membership and specific duties of the Committee are delineated;

- Each state university and community college to establish a general education core curriculum requiring at least 36 semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate; public postsecondary institutions may not further require such general education courses once a student has been certified by a state institution as having completed the prescribed core curriculum;

- Recognition of the associate in arts degree as the basic transfer degree of the community colleges and the primary basis for admission of transfer students from community colleges to upper division study in a state university; requirements for awarding the associate of arts degree are identified;

- This rule also speaks to the transfer of credit granted for College Level Examination Program (CLEP) courses, College Board Advanced Placement (AP) Program courses, International Baccalaureate Programs, United States Armed Forces Institute (USAFI) credit, Proficiency Examination Program (PEP) credit;

- Pre-professional course responsibility;

- Limited access programs;

- Inclusion in state university and community college catalogs of information concerning admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization;

- A standard transcript;

- Provision for credit that is awarded when a course is entered in the common course designation and numbering system.

In addition to the statewide agreement for articulation, discipline specific articulation agreements exist as well. For example, in 1984 a Nursing Coordination Task Force was appointed as a result of legislation requiring the Department of Education to establish an articulation agreement to govern nursing. This area has been the only discipline specified in statute with a separate articulation agreement. Although the agreement was completed, it apparently has not been widely used. The Division of Community Colleges is completing a state-level review of nursing programs. One component of that review is articulation and career ladders in the profession. The task force of educators, administrators and practitioners has examined the nursing articulation agreement and is expected to reconceptualize the document towards outcomes assessment in order to make it more responsive to current and projected developments in the

nursing profession as well as in nursing education. In recent years, other disciplines, such as engineering and criminal justice, have been creating statewide articulation agreements in their subject areas. In response to concerns in teacher education, in 1989 the Articulation Coordinating Committee established a task force on Teacher Education Articulation to recommend methods to improve articulation between the community colleges and universities in the area of teacher education. Local agreements have existed for many years, but the movement to more statewide initiatives has accelerated. Development of discipline specific articulation agreements would appear to be a sound approach. Students must have some assurance, however, that the agreements are binding among the institutions. There is no value in developing such a document if it will not be adhered to in the future. In order to lodge the agreements within a neutral entity, it may be wise to require that each discipline specific articulation agreement be registered with the Articulation Coordinating Committee after approval by the corresponding agencies. This would be compatible with the Committee's existing responsibility to "establish groups of university-community college-public school district representatives to facilitate articulation in subject areas."

The Articulation Agreement is the cornerstone of Florida's articulation process. The 1971 agreement predates most such statewide policies in breadth and depth and continues to be the most comprehensive agreement in the nation. For its 1988 report, the State Board of Community Colleges Task Force on Articulation surveyed 44 states to compare Florida's articulation efforts with those in states having legally-based or state policies governing articulation practices among institutions of higher education. The Task Force concluded that "Florida continues to serve as a model for many states recognized as having formal and/or legally-based articulation agreements in place."

When the 1979 Legislature enacted legislation specifying that articulation be governed by the Articulation Agreement as established by the Department of Education, statutory language provided authority for the Articulation Coordinating Committee to oversee the implementation of the agreement. As indicated above, Rule 6A-10.024 identifies the composition of the Committee and its duties. Rule revisions in recent years have expanded the Committee to include representatives from the public schools, as well as the area vocational technical centers, and to provide for student representation and a member-at-large position. Current membership includes 13 persons, all appointed by the Commissioner of Education: three representing the State University System, three representing the State Community College System; one representing vocational education; three representing public schools; one from the Commissioner's staff who also serves as chair; one student; and one member at large.

The Committee meets bimonthly and was established to adjudicate institutional or student conflicts regarding student transfer and admissions, to interpret and recommend amendments to the Articulation Agreement, and to develop procedures to facilitate articulation. Its specific responsibilities are to:

- accept continuous responsibility for public school district-community college-university relationships;
- establish groups of university-community college-public school district representatives to facilitate articulation in subject areas;

- conduct a continuing review of the provisions of Rule 6A-10.024, FAC, commonly referred to as the Articulation Agreement;

- review instances of student transfer and admissions difficulties among state universities, community colleges, and public schools. Decisions are advisory to the institutions concerned;

- recommend resolutions of issues and recommend policies and procedures to improve articulation systemwide;

- recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges, Universities, and Public Schools with individual institutions;

- review and make recommendations to institutions for experimental programs which vary from official transfer policy;

- recommend to the Commissioner, on or before November 30 of each odd numbered year, changes, if any, in the definitions of college-level communication and computation skills as provided in Rule 6A-10.0310, FAC; and

- develop test item specifications based on the college-level communication and computation skills identified in Rule 6A-10.0310, FAC, and use the specifications to develop tests and other assessment procedures to measure the level of student attainment of the skills.

The Articulation Coordinating Committee functions as an effective forum where representatives of the various educational sectors and levels meet regularly on issues affecting student articulation and transfer. Standing committees focusing on alternative ways of earning credit, student achievement, student records and electronic systems, and vocational education provide currency and consistency for the Committee's work.

Student Progression: High School to Higher Education

One indicator of access to postsecondary education is the progression of students from high school to the entry point for college or university admission. Conceptually, access is addressed if all individuals who can benefit from a postsecondary education are accommodated in the appropriate institutions and programs. However, in diverse and growing states such as Florida, access is an increasing challenge. To understand the magnitude of this issue, it is helpful to examine data showing the numbers of high school students moving through the public school system, graduating, and planning to continue in postsecondary education. It is also useful to examine applicant, admission, and enrollment data from the State University and Community College Systems to define trends and relationships among the systems. All tables are appended at the end of this report.

High School

Longitudinal data on Florida high school graduates and their plans for postsecondary education show, first, that the number of students graduating has fluctuated, but, second, that an increasing proportion of Florida high school graduates has planned to enter higher education institutions (Tables 2 and 3). The number of high school graduates is projected to escalate toward the end of the century, reaching about 114,600 by the year 2000 and growing steadily thereafter. A recent study published by the College Board reported a high correlation between high school students' higher educational aspirations and enrollment (Pelavin and Kane, 1990). While sophomores in high school, approximately 88 percent of white students and three-fourths of black and Hispanic students declared their intention to attend college and did so within four years of graduation from high school. Overall, 64.11 percent of the 1987-88 high school graduates planned to enter a postsecondary institution in Florida or out of state, compared to 50.79 percent in 1974 (Table 3). Among the 1987-88 graduates, approximately 54 percent indicated interest in attending an institution within Florida, while 10 percent expected to go out of state. Consequently, of the approximately 90,800 students who received high school diplomas during school year 1987-88, about 49,000 (54 percent) planned to enter postsecondary institutions within Florida. Of these college-bound students, approximately 16,000 planned to attend a four-year institution, and 28,600 planned to attend a two-year institution. This information is analyzed below with data from the State University System and the Community College System.

State University System

Between Fall 1983 and Fall 1988, the State University System (SUS) enrolled increasingly larger numbers of first-time-in-college (FTIC) students. The number of FTIC enrollees declined in 1989. Preliminary SUS data for Fall 1989 showed that there were 49,215 FTIC applicants (Table 5); if multiple applications by an individual are counted only once, there were 35,408 FTIC applicants. Systemwide since 1984, the percentage of students admitted who enrolled was about 48 percent for FTIC students until 1989 when this percentage dropped to 46.3 percent. (Table 4).

An examination of Fall 1988 data show that of the 47,394 FTIC applicants, 56.3 percent or 26,670 students were admitted. Further, of the admittees, 47.7 percent or 12,731 enrolled. The SUS reported that in Fall 1988 (at the time of admission) 12,800 FTIC students were enrolled in the nine institutions. Of these students, 10,150 were Florida residents. Assuming that all of these students were recent high school graduates, the 10,150 individuals would represent approximately 11 percent of all 1988 high school graduates--those who indicated interest in continuing with postsecondary education as well as those who indicated no such interest. A more appropriate measure of the extent to which the SUS serves graduating high school students, however, would be to compare the number of Florida residents enrolled (10,150) with the approximately 16,000 graduates during 1987-88 who indicated interest in attending a Florida public or private four-year postsecondary institution, recognizing that all of these graduates may not meet admission eligibility requirements. In this instance, it would appear that in 1988 the SUS accommodated approximately 63 percent of Florida high school graduates who expressed interest in attending a public or independent four-year institution.

Among transfer students systemwide in 1988 (Table 5), 16,904 community college transfers applied to the SUS, 12,707 (75.2 percent) were admitted, and 9,438 students enrolled (55.8 percent of the applicants). In addition, there were 15,628 other undergraduate transfers (e.g., out-of-state, inter-SUS, private schools) who applied. Approximately half were admitted but only 4,924 or 60.8 percent of that group enrolled.

There was considerable variation among the nine universities in the proportion of FTIC and community college transfer students admitted and enrolled (Table 5). While the average percentage of FTIC applicants admitted in the SUS was 56.3 percent, the range among the universities was from 37.5 percent to 76.4 percent. Additionally, the percentage of FTIC admittees enrolled ranged from 41.8 percent to 63.3 percent. The nine institutions also exhibited differences in the proportions of community college transfers admitted (Table 5). Whereas two institutions admitted nearly all of their applicants (95 percent and 91 percent each), another university admitted only 44 percent of its applicants who were community college transfers, and a second institution admitted 55 percent of its community college transfers.

Finally, a smaller number of "other undergraduate transfers" were admitted to the SUS universities than the number of community college transfers admitted (Table 5). The former group would include intra-SUS transfers, transfers from private institutions, and out-of-state transfers. Although the total number of "other undergraduate transfer" applicants (15,628) approximated the total number of community college transfer applicants (16,904), a much smaller proportion and number of the "others" were admitted. Whereas 75 percent of all community college transfer applicants was admitted in 1988, 52 percent of other undergraduate transfer applicants was admitted.

Performance data comparing community college AA transfers and native students on a number of indicators show that the subgroups perform comparably in most areas (Table 6). For example, a comparison of mean cumulative grade point averages (GPAs) between AA graduates and SUS natives indicates that the two groups perform at approximately the same level: 2.72 and 2.77 respectively. However, when individual discipline groupings are examined, AA transfers perform noticeably less well than native students in the life sciences, mathematics, and the physical sciences. Nonetheless, AA degree graduates earned nearly the same number of credits for the baccalaureate degree as the native students.

Community College System

The state's 28 public community colleges have traditionally served as open-door institutions in that they do not limit admissions of high school graduates. Like the SUS, the Community College System has also experienced almost consistent growth. From 1973-74, when the number of colleges reached its present count of 28 institutions, to 1987-88, student headcount almost doubled--from 445,568 to 866,168 individuals. When considering only the number of students working towards an associate in arts (AA), the growth is also evident (Table 7). The system's full-time-equivalent student enrollment in college transfer (AA degree) programs increased by 24.6 percent between 1984-85 and 1989-89. However, FTE enrollment in the postsecondary vocational category (AS degree programs) decreased by one percent during the same period. Headcount enrollment in A.A. degree programs increased 14.3 percent between 1984-85 and 1988-89, while headcount enrollment in AS programs decreased by 13 percent. The Division of Community College's recent review of Associate in Arts Degree Programs noted that

headcount enrollment in AA degree programs is increasing more consistently and rapidly than in vocational courses and programs.

Associate in Arts Degree Non-Transfers

Comparisons of data on the number of associate in arts degrees granted annually and the number of AA degree holders transferring into the State University System clearly suggest that there have been a number of AA recipients who do not move directly into a four-year public institution. The Florida Education and Training Placement Information Program (FETPIP) provided the Commission with data on this subgroup of the AA population for academic year 1988-89. FETPIP determined how many of these graduates did not transfer into a state university and, of this group, whether the graduates continued studying at a community college, became employed, were in the military, or were not found at all.

Approximately 31 percent of the 17,792 AA graduates reported in 1988-89 did not continue studying in the SUS or the Community College System, but these data did not preclude continuing education in a private institution in Florida or an institution out of state (Table 8). Among all students found, 71.7 percent had transferred into the SUS while six percent had re-enrolled in a community college. Approximately 3,400 students were found employed. The FETPEP data indicated that black females tended to continue their education at a lower rate than other subgroups. While these data on a single year of graduates provide insights on this subgroup of AA recipients, longitudinal studies will be most helpful in determining not only what happens within a specific year, but also understanding such areas as the extent to which non-transfers return after two or more years in the workforce to renew their education toward a bachelor's degree.

Acceleration Mechanisms

Most acceleration mechanisms are activities designed to provide a student with opportunities to accumulate credit for college-level course work before the student actually enrolls in a postsecondary institution. Another type of acceleration mechanism involves concurrent enrollment in high school and a postsecondary institution. Six articulated acceleration mechanisms have been used widely in Florida secondary schools: Advanced Placement (AP), College-Level Examination Program (CLEP), Proficiency Examination Program (PEP), International Baccalaureate (IB), Dual Enrollment, and Early Admission. Each is further discussed below. Acceleration mechanisms not only allow students to progress more rapidly in higher education, but they also enrich the secondary school curriculum.

Existing state policy encourages articulated acceleration through a range of activities:

> It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. (Section 240.116(1), F.S.)

Florida Statutes, Section 229.551, direct district school boards to develop, in cooperation with the area community college district board of trustees, a plan for the provision of advanced instruction for students who attain satisfactory performance on the high school equivalency examination or the subject area examinations or who demonstrate through other means a readiness to begin postsecondary-level academic work. In addition, Section 240.115, F.S., places the use of acceleration mechanisms within the statewide Articulation Agreement. This statute also calls for the levels of postsecondary education to collaborate in developing and providing programs to assist students in proceeding toward their educational objectives. Acceleration mechanisms, including international baccalaureate programs, credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment, are mentioned. Finally, the statute charges postsecondary institutions to make available to students the nationally standardized examinations listed in the Articulation Agreement. State University System and Community College System rules allow students to complete a minimum of 25 percent of program requirements through accelerated mechanisms. The divisions annually report data related to enrollments and credit awarded through acceleration mechanisms.

In 1988 the Commission issued **Funding of Acceleration Mechanisms**, which reported that each of the accelerated options offers advantages and disadvantages to students, high schools, and postsecondary institutions. The degree of participation varied considerably among the available options, as did participation in particular programs over time. The Commission also examined the College-Level Examination Program and the Proficiency Examination Program separately in **A Study of the College-Level Examination Program (CLEP) in Florida** (1987).

The Commission's reports on these accelerated mechanisms cited the significant growth in enrollments in selected programs and reaffirmed the valuable role accelerated instruction plays in contributing to academic enrichment, in providing breadth of curricular options and increased depth of study in a particular subject, and in shortening the time necessary to complete degree requirements. In light of the importance of disseminating accurate information to students and parents about these options, the Commission recommended that school districts make every effort to promote articulated acceleration programs and ensure the availability of accurate information to students who might be interested in participating.

Advanced Placement

Through Advanced Placement (AP), a student enrolls in a high school course significantly more demanding of time and intellectual skills than the corresponding course in the regular high school curriculum. Upon completion, the student may choose to take a nationally-standardized commercial examination for postsecondary credit. The College Board reported that 20,130 AP candidates took one or more examinations in Florida in 1989. A study issued by the Southern Regional Education Board (SREB), **Advanced Placement Program in SREB States** (1989, October), reported a 47 percent increase between 1984 and 1988 in the rate of growth in numbers of participating public and private schools in SREB states. Florida experienced a 130 percent increase in total AP public school candidates alone during that period. Two initiatives have contributed to the increase in AP participation. First, Florida was among the first states in the nation to approve legislation providing financial support for public school systems that participate in AP: systems with students scoring three or higher on AP

examinations receive incentive funding. Second, many school districts pay the examination fee for AP students. SUS data show 1,889 new enrollees with AP credit in Fall 1989, and community colleges reported 298 AP students in 1988-89.

College-Level Examination Program

With the College-Level Examination Program (CLEP), the student completes a nationally-standardized examination, receiving postsecondary credit for scores at or above the 50th percentile. No structured curriculum exists to undergird the content of the examination. The Commission's 1987 report, **A Study of the College-Level Examination Program (CLEP) in Florida**, provided a policy review and status report on the use of the CLEP. The report found that in Florida, as in other states, the use of CLEP had declined rapidly between 1974-75 and 1983-84. Nonetheless, the Commission determined that the CLEP and the Proficiency Examination Program (PEP) provided the only credit-by-examination programs available to the non-traditional college student. The report concluded that the CLEP examinations provided an important student acceleration mechanism for individuals who acquire knowledge through means other than traditional course work. In Fall 1989, there were 769 students enrolled in the SUS with CLEP credit. The Community College system reported 2,077 students with CLEP credit in 1988-89.

Proficiency Examination Program

The Proficiency Examination Program (PEP) is similar to CLEP in that it provides students credit by examination. Like CLEP, the purpose of the examination is to measure knowledge attained outside of the classroom so that appropriate college credit can be awarded to those who pass the examinations at a certain level. The PEP examinations primarily address the out-of-classroom experiences of adult learners rather than those of recent high school graduates. Thus, PEP examinations cover content taught in introductory courses as well as in advanced courses.

International Baccalaureate

The student in an International Baccalaureate (IB) program enrolls in an integrated program of studies tantamount to a comprehensive advanced placement curriculum. The high school program is very rigorous; the Department of Education identifies the IB diploma as "a symbol of academic integrity and intellectual promise." As of January 1990, only 13 high schools in Florida participated; 2,642 students participated in academic year 1989-90. Statewide, 62 IB diplomas were awarded in 1988-89, and 134 were granted in 1989-90. Only schools officially approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for examination.

Dual Enrollment

Dual enrollment allows the student to enroll in a course and receive credit for that course toward a high school diploma and an associate or baccalaureate degree. Dual enrollment, particularly in the Community College System, has increased dramatically in recent years. Although only 2,337 students were reported in dual enrollment courses with community colleges in 1983-84, there were 14,318 reported enrolled in 1988-89 in associate degree programs. The SUS reported 288 secondary school students enrolled in Fall 1989.

Early Admissions

Early admissions is a form of dual enrollment whereby the student attends a postsecondary institution full time during the last one or two semesters of high school, receiving credit for both the diploma and the postsecondary degree. Data from the SUS show there were 78 students enrolled as early admissions in Fall 1989. There were 430 early admissions in the Community College System in 1988-89.

Limited Access Programs

Section 240.2097, F.S., authorizes limited access programs in the State University System and directs the Board of Regents (BOR) to adopt rules delineating criteria for assigning limited access status. The provision for limited access programs is interpreted in the Statewide Articulation Agreement, State Board Rule 6A-10.024(11), FAC, which specifies that "community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students." University limited access program selection and enrollment criteria should be established and published, and a list of limited access programs should be filed annually with the Articulation Coordinating Committee. Further specification is supplied in Board of Regents Rule 6C-10.001(10)(e), FAC, which delineates the guidelines for the selection of students for spaces available in the upper level programs registered as limited access programs with the Board and the Articulation Coordinating Committee.

Although noted in both statute and rule, the term "limited access program" was not clearly defined. Discussions during recent months and since passage of new reporting legislation described below indicated that there has been significant lack of consensus on what constituted a limited access program definition. This issue was of considerable concern to the Commission and others because the limited access designation affects a percentage of programs at all SUS institutions and has been applied in the past to all programs at the University of Florida. Limited access designations affect reporting requirements, but more importantly they impact on student progress and mobility. Clarity of definition is central to maintaining equity in admissions to these select programs. The Articulation Coordinating Committee will soon submit revisions to Rule 6A.10.024, FAC, to clarify questions that have arisen during this study related to the definition of limited access programs.

Accountability for limited access programs is important because these programs restrict access. In the past, accountability was provided for in three ways: institutional and BOR review of criteria for establishing and maintaining the limited access program designation, submission to the Board of Regents and the Articulation Coordinating Committee of formal lists of approved limited access programs, and inclusion of limited access programs as part of the program review evaluation process. Prior to the 1990 Legislative session, reporting requirements concerning limited access programs were contained in the Statewide Articulation Agreement (Rule 6A-10.024(11), FAC) and Board of Regents Rule 6C-10.001, FAC. The former rule (6A-10.024(11), FAC) mandated that university limited access program selection and enrollment criteria be established and published in catalogs, counseling manuals, and other appropriate publications. Further, a list of limited access programs was to be filed annually with the Articulation Coordinating Committee. Rule 6C-10.001, FAC, specifies the guidelines SUS institutions are to follow in selecting students for limited

access program spaces. The rule calls for a "documented justification for the program to be classified as limited access." The documentation must be submitted to the Board for review and approval at least six months prior to the initiation of the limited access program designation.

Rule 6C-10.001, FAC, also establishes guidelines for criteria used in determining limited access status as noted above. Criteria must be approved by the Board and registered with the Articulation Coordinating Committee prior to implementation of limited access status. The rule prohibits the use of criteria that discriminate against public community college transfers with Associate in Arts degrees in favor of SUS students who apply for admission or plan to continue enrollment after completion of 60 semester credits at the lower division level. Criteria used in student selection must be indicators of academic ability, creativity, or talent to perform required work within the program and of potential for success. Criteria must be published with sufficient time for prospective students to adjust programs to meet criteria. Finally, rule allows, where necessary to achieve established equal access enrollment goals, up to 10 percent of the students to be admitted to a limited access program on an exception basis.

The 1990 Legislature significantly increased the reporting requirements for limited access programs through amendments to Section 240.209, F.S., and Section 240.2097, F.S. In the case of the first law, reporting requirements have been added to "monitor the extent of limited access programs within the state universities and report to the State Board of Education and the Legislature admissions and enrollment data for limited access programs." An annual report to be submitted by December 1, beginning in 1991, is to include, for each limited access program within each institution, the following categories by race and gender:

1. The number of applicants.
2. The number of applicants granted admission.
3. The number of applicants who are granted admission and enroll.
4. The number of applicants denied admission.
5. The number of applicants neither granted admission nor denied admission.

Each category will be reported for each term and by type of student, including native students, community college Associate of Arts degree transfer students, and others. The statute further calls for the categories and subcategories to be reported by the numbers of students who meet or exceed the minimum eligibility requirements for admission to the program and the numbers of students who do not meet or exceed the minimum requirements. These data should lead to greater understanding for students, institutions, and state policy makers of the ways that limited access programs restrict access.

The 1990 Legislature also amended Section 240.2097(1), F.S., adding an annual reporting requirement on criteria used for assigning limited access status to an educational program. The Board of Regents will now report to the Legislature, by institution, a list of all limited access programs the minimum admissions standards for each program, and a copy of the most recent review demonstrating the need for retention of limited access status. The first report was due December 1, 1990 and annually thereafter. As indicated above, the Statewide Articulation Agreement stipulates that a list of limited access programs be filed

annually with the Articulation Coordinating Committee, and BOR rule requires registration of such programs with the Board.

The third accountability measure concerning limited access programs in the SUS is the program review process. Statute requires that all major academic programs be reviewed by the Division of Universities at least once every five years. Section 240.2097, F.S., directs the BOR to identify a process for the periodic review of programs so that the Board can determine the need to retain or remove the limited access status. BOR Rule 6C-10.001(10)(e)(1), FAC, stipulates that programs with limited access status should be reviewed in the course of these systemwide program reviews. An analysis of program review reports issued by the Board in recent years revealed no reference to the limited access status of any programs. The absence of such information may result from the fact that the Board's program review reports are almost exclusively developed by external consultants. An evaluation of limited access status would appear to be the responsibility of SUS staff with appropriate recommendations forwarded to the Board for consideration. While a review of limited access programs may be a component of the institutional reports developed in the total program review process conducted by the Division of Universities, the Division's reports do not reflect an analysis of limited access programs in disciplines with programs so approved by the Board. The Board has recently taken steps to ensure that limited access program information is contained in future program reviews.

The number of academic programs approved by the BOR as limited access declined considerably for academic year 1990-91 in comparison with previous years. The new reporting requirements passed by the 1990 Legislature are thought to be the primary catalyst responsible for the change. A program may be designated limited access on one or a few campuses, but the vast majority of programs are available on at least one SUS campus as non-limited access programs (Table 9). The number of programs with limited access status at each institution varies.

Limited access program enrollment data by type of student indicate that, systemwide, proportionally more community college students with an associate in arts degree were enrolled in limited access programs than were native SUS students, 36.9 percent and 31.6 percent respectively (Table 10). The degree of proportional difference, however, varied significantly among the nine SUS institutions. At the University of West Florida, 4.6 percent of limited access program enrollees were native students while 52.8 percent were community college transfers with AA degrees. At the University of Florida, on the other hand, 51.6 percent of limited access program enrollees were native students while 2[illegible]7 percent were community college transfers with AA degrees. At five of the nine state universities, 20 percent or more of the enrollment in limited access programs was comprised of community college transfers who entered without the AA degree.

Headcount data also show that community college transfer students with the AA degree accounted for a higher proportion of enrollment (38.4 percent) in non-limited access programs in the SUS than did native students (21.9 percent) (Table 11). However, the proportions varied among the nine institutions, from 11.4 percent community college AA transfers and 66.7 percent natives at FAMU to 47.6 percent community college AA transfers and 7.9 percent natives at UWF. When both community college transfer categories are merged (AA and non-AA), there is also a wide range of percentages. At UWF, community college transfers accounted for 71 percent of enrollments in non-limited access programs, while community college transfers represented 23 percent of enrollments in these programs at FAMU.

Availability of limited access program information to students was also enhanced through the recent legislative session. In response to new legislation in Section 240.209(3)(1), F.S., the BOR recently adopted rules providing that each state university advise students who meet the minimum requirements for admission to the upper division of a state university, but are denied admission to limited access programs, of the availability of similar programs at other SUS institutions and the admissions requirements of such programs. New language in Section 240.2097(3)(a), F.S., calls on the BOR to compile and update annually a systemwide counseling manual for distribution to the state's community colleges. The manual will consist of two sections: one providing information by institution and the second providing information by academic program. A standardized format for submission of information by the institutions is to be prescribed by the Board. To the extent possible, the format prescribed should be compatible with SOLAR, the computer-assisted student advising network in the Division of Community Colleges. It is critical to the success of this endeavor that university limited access programs communicate criteria quickly and efficiently to students, faculty, and counselors in community colleges and universities. Inclusion of the criteria in SOLAR for community college students may further assist prospective transfer students in course selection and planning programs of study.

In the past, students not accepted by a limited access program usually received only a notice to that effect. Although one of the purposes of the comprehensive counseling manual is to encourage students to seek admission to other state institutions that may be underenrolled in these programs, past history suggests that most students are less interested in a particular program than in a particular university. A comprehensive counseling manual may provide the kind of information students need to better understand that many state institutions can serve their particular program interests.

CLAST

The relationship between the College-Level Academic Skills Test (CLAST) and access is explored in this study because progression to the upper division in the State University System is dependent upon successful completion of CLAST requirements as is receipt of the Associate in Arts degree. Some educators and others argue that CLAST has been a barrier to the attainment of the bachelor's degree and consequently a barrier to access. State Board Rule allows, however, for community college transfer and native students to matriculate in upper division courses without fully passing all CLAST subtests. Students who are otherwise qualified for admission to upper division status at a state university and who have satisfied the minimum standards of the State Board on only three of the four subtests of the CLAST may enroll for up to an additional 36 semester credits in upper division courses in a state university before they are required to satisfy the minimum standards of the State Board on all four subtests. The rule should be applied uniformly to native university students and to students who transfer from other institutions in which the CLAST is required (6A-10.0314(3), FAC).

The Articulation Coordinating Committee's Standing Committee on Student Achievement monitors and annually reports on results of CLAST administrations. The Standing Committee's June 1990 report indicated that, based on 1986 standards, the passing rate for SUS students was 93 percent or higher on each of the CLAST subtests, and the passing rate for community college students was 87 percent or higher on each subtest. The pass rates for all four subtests were 89

percent for SUS students and 79 percent for community colleges. The report notes that results suggest that institutions and students are not fully prepared to meet the 1989 standards. The pass rates for first-time black and Hispanic test takers has been lower than for first-time white test takers. Nonetheless, the results of two cohort studies show that black and Hispanic students as well as white students retake CLAST with positive results. The cohort studies, which followed the same students for six test administrations over two academic years, found that 82 percent of black examinees in one group and 85 percent in the second group had passed all four subtests. Similar results were observed for Hispanic examinees: 92 percent of the students in one group and 91 percent in the second group had passed all CLAST requirements after six administrations of the test. The report concluded that the vast majority of students (95 percent) were able to meet all of the 1986 standards within two years after they first take CLAST. Among the Standing Committee's recommendations were:

- CLAST scale scores should be deleted from student transcripts; transcripts should indicate only "Pass" and the date the subtest was first taken.

- More emphasis should be placed on reporting and interpreting student cohort follow-up data and less emphasis on reporting results for first-time test takers.

- Universities should ensure than transfer students who have not passed CLAST are contacted and monitored when they arrive on campus.

- Institutions should continue to do follow-up studies to determine what actions are taken to help minority and other students who fail CLAST.

Individual community colleges and universities have implemented strategies to assist students prior to taking CLAST and to remediate those who do not pass specific subtests. The Division of Community Colleges conducted a study of these services and found that effective programs and practices to help students who fail the CLAST exist in a number of colleges (Division of Community Colleges, December 16, 1988). Two colleges were identified as having effective college-wide approaches to providing support services, including monitoring student performance over the length of the students' enrollment, identifying students' deficiencies, and adequately testing systematically before the students took the CLAST. These colleges had consistently high CLAST pass rates. Unfortunately, very few colleges required students to receive support services. Additional academic intervention staff was reported most frequently by the colleges as necessary to achieve higher pass rates on the CLAST. The Legislature provided additional financial support through the 1990 Appropriations Act which appropriated $2 million to improve community college students' performance in subject areas included in the CLAST. It was the intent of the Legislature that no funds be used to teach the test, but rather to improve student performance in the subject areas. By November 1, 1991, the State Board of Community Colleges must submit a report to the Governor and the Legislature documenting objectives achieved through the use of these funds.

In 1989, the State Board of Education (SBE) requested that an ad hoc task force be formed to study the impact of the CLAST on minorities and formulate

recommendations for the improvement of minority performance on the CLAST. Following submission of the Task Force report, the Board of Regents and the State Board of Community Colleges were required to submit implementation plans to the SBE on each recommendation. One of the Task Force's recommendations called for institutions to offer an optional non-credit CLAST preparation course. The SUS implementation plan suggested that a model CLAST preparation course be developed in a cooperative effort between the state community colleges, the state universities, and the state testing office that produces CLAST. In this way the course contents would be standardized across all of the state's public postsecondary institutions and would be directly related to the material covered by the CLAST. The SBCC implementation plan stated that some of the colleges currently offer review courses or short courses. Course content and structure have been determined by each institution, based upon the institutions' local analyses of needs. A second recommendation echoed a recommendation from the Commission's **Update** (1988) which suggested that the State develop guidelines for special program funds to be linked to improved passage rates of CLAST by minority students.

Enrollment Funding

Legislative proviso accompanying the specific appropriation for this study requested an analysis of enrollment funding policies and their effect on student access. The discussion below considers community college and state university enrollment funding policies separately, with a brief explanation of current policies followed by comments.

The relationship between the state's enrollment funding policies and access can be summarized thusly: If state appropriated resources and institutionally generated resources are sufficient to admit and serve all qualified applicants with a quality educational experience from which they can benefit, then enrollment funding policies may be adequate and appropriate. If the above is not the case, then enrollment funding policies may not be appropriate. The point is that enrollment funding is one component in a complex set of fiscal issues that impact student access to higher education. In general, funding for enrollment increases represents an estimated five to ten percent of the Community College System's legislative budget request and one to two percent of the State University System's budget request.

Community College Enrollment Funding

The Commission is concluding a legislative study, **Florida Community College Finance: Update**, which encompasses enrollment funding. The report notes that the significant growth rate experienced by most of the 28 public community colleges--116 percent in the past 15 years and 41 percent over the past five years--has generated changes in the funding process. Enrollment increases produce additional funding requirements for faculty, support staff, materials, supplies, and equipment. Enrollment funding in the Community College System has been based on a three-year rolling average plan. Changes in enrollment (increases as well as decreases) may result in changes in enrollment workload. Enrollment workload determination constitutes one of the three basic steps involved in developing the level of state support to be included in the State Board of Community College's legislative budget request. Current enrollment funding calculations utilizing a three-year rolling average includes the two most recent years' actual enrollment and the current year estimate as the basis for the enrollment data. If the difference between the current year's estimated assigned enrollment and

the three-year average is greater than five percent, the college qualifies for enrollment workload funding. Declining enrollments may produce a workload funding deduction. Enrollment funding has lagged behind actual enrollment in recent years; consequently, the State Board of Community Colleges has recommended using prior year enrollment as a basis for determining the amount of workload funding the colleges would receive.

Preliminary findings from the **Finance** study which are relevant to this study are summarized below:

- Based on 1987-88 data, a national comparison of funding revealed that only two of Florida's colleges are above the median while more than half are in the lowest 20th percentile.
- Projected increases in high school graduation rates are expected to produce additional significant growth rate in community college enrollments.
- Student fees constitute approximately 21 percent of the overall revenue required to fund the colleges, yet compared with other colleges nationwide, matriculation and tuition fee levels in Florida's community colleges are considerably below the national average.
- Florida fees for non-residents are 66 percent below the national average.
- Underfunding of FTE students in recent years has created a serious problem for the community colleges.

The report concluded that, although the current methodology for funding workload is not solely responsible for existing fiscal difficulties that colleges are experiencing, a change is warranted. The Commission's preliminary recommendations would retain the overall community college funding process with attention given to several necessary adjustments. The Commission has noted that priority emphasis should be placed on adequately funding each institution's per student base allocation. Other preliminary recommendations are that estimated fee revenue in any year be based on prior year enrollment and that the calculation of enrollment workload be based on prior year enrollment rather than a three-year rolling average. Adjustments for enrollment declines should allow a two-year payback, and the five percent corridor should be removed. For student matriculation and tuition fees, the report suggests that the Legislature, the Board of Regents, and the State Board of Community Colleges increase current student fee levels to ensure that students are contributing an appropriate amount toward their educational costs. Also, the Commission may recommend that the Legislature increase the tuition fees charged to out-of-state students.

<u>State University System Enrollment Funding</u>

Enrollment funding policies for the State University System have been developed and revised over the years. The policies have historically evolved from discussions during enrollment estimating conferences held in previous years. In the absence of formal, written policy, differences in interpretation of past policy have been common. To illustrate the complexity of enrollment funding

policy in the SUS, the following was taken from information prepared by the State University System for a recent enrollment conference:

> In 1989 the Legislature adopted a new policy for funding enrollment growth within the State University System. Based on the new policy, the 1990-91 enrollment plan was constructed in two parts: a calculated portion which reflected current policy, and a recommended plan which included additional requests for growth from the universities. Building on this policy, the 1990 Legislature again funded enrollment based on current policy, but several new policy areas were also adopted. Therefore, the 1991-92 Enrollment Plan is constructed of three parts: (1) calculated, which includes current policy adopted by the 1989 legislature; (2) 1990 legislative policy; and (3) requests for additional growth.

Each of the three parts is based on enrollment policy. For example, lower level calculated enrollment follows the three-year average enrollment growth policy that is utilized by the Community College System. Within the calculated part of the Enrollment Plan, there are other policy statements for determining upper level and graduate level enrollment. As a result of 1990 legislative policy incorporated in part two as described above, lower level access concerns were addressed through separate policy statements. Two additional access issues, associate of science and intra-SUS transfers, were addressed through enrollment policies.

Enrollment funding policies in the State University System are elusive and profuse. To a large extent, they exist on the basis of historical usage revised periodically to respond to anticipated needs. Enrollment funding policy and enrollment planning are interwoven. In some instances, however, it is not clear if policy has driven enrollment planning or enrollment planning has driven policy.

Summary

As this report emphasizes, student access to higher education is a function of many variables. Enrollment funding contributes to the total access picture only to the extent that it is an element in a much larger formula used to determine budget requests and allocation of appropriated resources. The **Finance** study's proposed recommendation concerning the calculation of enrollment workload should provide colleges with additional resources to help alleviate the burden of "underfunded" students and provide for future enrollment growth. Nonetheless, to the extent that students paid fees equal to approximately 21 percent of their educational costs, each institution has received some fiscal resources to offset the costs of education for underfunded students. Enrollment funding policies have had a negative effect on access to the extent that the policies have not sufficiently allowed for growth, and the impact is particularly strong during these years of steady, rapid growth.

Summary of Factors that Enhance and Hinder Programmatic Access

Many of the areas discussed earlier in this chapter enhance programmatic access. Most notable among these were the Statewide Articulation Agreement, the Articulation Coordinating Committee, and acceleration mechanisms. Several other mechanisms have been implemented to foster programmatic access. These initiatives are discussed briefly below.

Articulation Officers

In addition to the statewide Articulation Coordinating Committee, each public community college and university has a designated articulation officer. Although the presence of articulation officers on community college campuses is relatively recent, the state universities have had articulation officers for a number of years. The commitment demonstrated by these individuals on university campuses in promoting articulation has been consistent, and they have been successful in assisting community college students throughout the transfer process. Bender and Chalfant-Thomas (1986) observed that the community college relations officer had facilitated positive working relationships between the university and the community college. "Articulation success in Florida has been enhanced by this ombudsman function." The State Board of Community Colleges Task Force on Articulation noted that "university articulation officers have been successful in facilitating the development of articulation in Florida and are pivotal to the continued success of the 2+2 system". The report further recommended that the State Board of Community Colleges help define the responsibilities of the community college articulation officers and promote the exchange of ideas and information relating to articulation. The articulation officers meet regularly within their respective divisions and annually through the Articulation Conference now sponsored by the Postsecondary Education Planning Commission in coordination with one or more higher education institutions. The conference has been successful in stimulating discussion on current issues and most recently in drawing the secondary education sector together with the postsecondary sectors to complete a two-plus-two-plus-two continuum.

Common Course Numbering

The Statewide Course Numbering System (SCNS) has established course inventories listing all courses offered by the state's public community colleges and universities and identifies equivalent courses. This system provides the same framework for all institutions to use in categorizing courses in each subject-matter area. The 1971 Articulation Agreement provided for the development of a common course numbering system to facilitate the automatic transfer of credit for equivalent courses among the state's colleges and universities. Section 240.115(b), F.S., stipulates that any student transferring among postsecondary institutions that participate in the common course designation and numbering system will be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions if the courses are judged by the appropriate common course designation and numbering system faculty task force to be equivalent to courses offered at the receiving institution. Legislation passed in 1987 (Section 246.013(1), F.S.) enabled licensed private institutions that are fully accredited by a member of the Council on Postsecondary Accreditation and accredited nonpublic postsecondary colleges exempt from state licensure to participate in the common course designation and numbering system.

The State Board of Community Colleges Task Force on Articulation noted reports that some courses which are equivalent have been given different numbers for invalid reasons. A second area of concern identified by the Task Force involved standardization of the course levels. The State University System is required to assign a consistent first digit in the four-digit course number. This is tied to the differential funding for lower and upper division courses. The Task Force noted a growing concern that community colleges will also be required to use the first digit of a course number to designate a consistent level systemwide. "The

assignment of level for university and community college courses eventually may be interpreted as one of the determinants of transferability of a course."

Students' smooth articulation between public institutions depends to a large extent on the state's course numbering system. The SCNS has been developed over the past two decades to accommodate a growing number of programs and courses. The system's flexibility, however, is evident as the scope of the listings has broadened over the years. In his national study, Bender (1990) noted that "Florida probably has one of the most comprehensive and operationally efficient common course numbering and designation systems." Florida's CNS has been regarded as a model by other states seeking to design or redesign their systems.

Common Transcript and Other Transfer Aids

The common transcript also enhances articulation and transfer. The Articulation Agreement directs the Articulation Coordinating Committee to maintain a standard format for the public postsecondary institutions to record the performance and credits of students. The transcript is to include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Committee was also directed to collaborate with the Division of Public Schools in developing a standard format where district school systems could record students' performance and credits. Florida was the first state in the nation with a comprehensive system in place to transfer student records electronically among all levels of education. Public institutions can send student records electronically via the Florida Information Resource Network (FIRN). The system, Florida Automated System for Transferring Education Records (FASTER), was operative and available July 1, 1989 to school districts and public postsecondary education institutions. By December 1991, all public school districts, community colleges, and universities must be transferring student academic transcripts electronically.

Florida Statutes (Section 240.2097(2), F.S.), also require universities to provide registration opportunities for admitted transfer students which allow the students access to high demand courses comparable to that provided to native students. Transfer students are also to receive orientation programs.

Faculty-to-Faculty Activities

Communication among faculties at different levels is an important linkage point to smooth out possible articulation and transfer problems with courses. Faculty committees assist the Statewide Course Numbering System Office in determining course equivalencies, assigning course numbers, and approving statewide course-equivalency profiles. Faculty-to-faculty activities also take place during program reviews conducted by the divisions of universities and community colleges. Collaboration among high school and community college faculties is as important as cooperation among community college and university faculties for articulation and transfer concerns.

Barriers to Programmatic Access

Initiatives that are designed to enhance programmatic access may also be potential hindrances. For example, faculty representatives from universities and community colleges that do not cooperate fully on course numbering can erect barriers for students. Other hindrances are limited access programs that do not

treat all qualified applicants equitably or that utilize entry requirements unfairly.

Conclusions

The data presented earlier in this chapter clearly show that a larger number and a larger proportion of high school graduates are seeking postsecondary education in the State. Community colleges have absorbed increasing numbers of students, particularly in associate in arts degree programs. Information from the State University System indicates that, until recently, increasing numbers of first-time-in-college students have been accepted annually. The number of community college transfer students admitted to the SUS has also grown, as has the number of transfer students who eventually enrolled.

Access should not be defined solely by the number of slots available or by adherence to an open door policy. Access must also be determined on the basis of what is available to the student once admission is secured. In other words, access to what? In both the university and community college systems, students may be admitted to an institution only to find that all or most of the courses they need are closed out or not being offered that semester. The student is then faced with withdrawing completely from the institution and possibly losing financial assistance for the current term as well as future terms, or registering in courses that are not needed for degree completion. The second option not only forces the student to extend degree completion time, but it also imposes further financial burden when courses must be paid for that are not necessary for the degree sought. The situation for university students is further exacerbated when they are admitted to an institution but not to a specific program. If the student is not located in a program or a major area eventually, the institution may prevent the student from further enrollment.

Both the Community College System and the State University System have commented on their "unfunded enrollment" and the need for the State to fund for growth in public higher education. Situations such as limited access programs and establishment of new centers and campuses as well as expansion in existing facilities are symptoms of the growth mode currently characterizing the state's public colleges and universities. As discussed above, demographic data on high school graduates alone, excluding returning older students, indicate that even greater stress will be placed on Florida's public postsecondary institutions as this century draws to a close.

III. SOCIAL ACCESS

Diversity in the composition of the student populations in Florida's public institutions of higher education has been an on-going state objective. If postsecondary institutions are to mirror the general society, there must be representation not only in kind but also in proportion among the various subgroups. As public institutions, members of the State University System and the Community College System should strive to reflect, depending on the individual institutional service area, the larger population each serves. This chapter first presents data related to enrollment and graduation rates of racial/ethnic and other student subpopulations. The following sections of the chapter then discuss factors that enhance and factors that hinder social access.

Racial/Ethnic Subpopulations

All public postsecondary institutions must collect and report participation rates by race/ethnicity and other characteristics in enrollment and graduation data. For many years the Commission has monitored the participation rates of racial/ethnic minority groups, particularly black and Hispanic students, in the public postsecondary sector and found both enrollments and graduation rates far below the groups' proportional representation in the state's population. The Commission's 1987 white paper, Student Progression in Florida's Public Higher Education System by Race and Ethnicity since 1976-77, summarized participation rates of postsecondary students in Florida by race and ethnicity between the mid 1970's and the mid 1980's. The report concluded that as students progressed through high school and college, participation by blacks and, to a lesser degree by Hispanics, declined when compared to participation by whites. The report observed that the loss of students between ninth grade and graduation was more severe for blacks and Hispanics than it was for whites. There was also a large loss of black students between high school and college. The report found that although ninth grade-through-graduation survival rates increased over time, the absolute number of graduates decreased for blacks and whites over the eight-year period. The study concluded that the data portrayed for blacks a picture of steady and declining representation at higher levels of education. Hispanics exhibited a more diverse and optimistic picture. Recent information indicates that, in general, the situation has minimally improved. The following sections further examine enrollment and graduation data for racial/ethnic minority students in the public secondary and postsecondary sectors.

High School Graduates

The number of Florida public high school graduates has increased steadily in recent years (Table 2). Between 1986-87 and 1988-89, the rate of growth was 10.5 percent overall. Among racial/ethnic groups, the rate of growth exceeded the general growth rate. The number of black students graduating from high school was 15,270 (18.2 percent of all graduates) in 1986-87 and 17,710 (19.2 percent of all graduates) in 1988-89, producing a growth rate of 16 percent between 1986-87 and 1988-89. Hispanic high school graduates increased from 6,520 (7.8 percent of all graduates) to 8,028 (8.7 percent of all graduates) or an increase of 23 percent in that three-year period. As some of the following data reveal, however, the improvement in the number of high school graduates has not necessarily resulted in a significant increase in the numbers of black and Hispanic students enrolling in public postsecondary colleges and universities.

Enrollments

In recent years, black student enrollment in the State University System (SUS) has increased in number and, to a lesser extent, in percentage of total enrollment. In Fall 1989, there were 2,609 black FTIC students and 15,818 black students in the total undergraduate student population (Tables 12 and 13). During the five-year period between 1985 and 1989, the participation rate of blacks in the SUS increased by 1.4 percent from 8.3 percent to 9.7 percent, but most of the growth occurred at Florida A & M University alone (Table 13). The absolute number of blacks in the SUS increased by 4,088 students during that period. SUS data also show that among FTIC university students, black students increased their proportional share from 12.8 percent to 18.7 percent between 1984-85 and 1988-89 (Table 12).

In the Community College System (CCS), total black student enrollment between 1984-85 and 1988-89 increased in associate in arts (AA) degree programs and vocational certificate programs but decreased in associate in science (AS) degree programs (Table 14). During that five-year period, black students represented 8.2 percent of total AA enrollments in 1988-89 compared to 8.7 percent in 1984-85, a loss of .5 percent in total participation rate but a net gain of 1,053 students. In AS programs, black students maintained their participation rate at 10.7 percent, but their absolute number of enrollments declined by 902 students. In vocational certificate programs, black student enrollment represented 20 percent of total enrollments in 1984-85 and 23.5 percent in 1988-89 with 222 more students in these programs at the end of the period than at the beginning of the period. These data suggest that black students continue to be overrepresented in non-degree programs and underrepresented in AA programs.

Hispanic students showed increases in both number and participation rate in SUS total enrollment (Table 13). In 1985 there were 11,454 Hispanics in total Fall enrollment compared with 14,942 in 1989; the percentage representation increased from 8.1 to 9.2 percent during the same five-year period. In 1989, Hispanics represented 7.7 percent of all FTIC students or 1,080 in number (Table 12).

Hispanic representation in the Community College System AA, AS, and vocational certificate degree programs increased between 1984-85 and 1988-89 (Table 14). In 1988-89, there were 16,671 Hispanics enrolled in AA degree programs, a proportional representation of 9.5 percent of all AA enrollees. Among AS degree-seeking students, Hispanics numbered 5,541 in 1988-89 or 9.6 percent of all AS enrollees. Hispanics showed their smallest representation both in number and in proportion in vocational certificate programs where Hispanic students accounted for 2.5 percent of enrollments (288 students) in 1989.

Community College Transfer (CCT) Enrollments

Total enrollment of community college transfer (CCT) students in the SUS grew by 53.4 percent or 3,148 students between 1985 and 1989, yet the net change for black students shows a decline in the participation rate accompanied by an increase in absolute numbers (Table 15). Both the number and percentage share of CCT black students fluctuated during the period 1985 to 1989. However, by 1989 the percentage share of black CCT students had dropped from 5.5 percent to 4.6 percent, although their actual number had increased from 323 students to 415 students.

CCT Hispanic students experienced growth in absolute numbers but not in participation rate between 1985 and 1989. There were 583 Hispanic community college transfers in 1985 compared with 995 in 1989, yet Hispanics accounted for 9.9 percent of total CCT enrollment in 1985 and 9.8 percent in 1989.

Community College Graduates

The number of AA and AS degree graduates from the Community College System increased between 1984-85 and 1988-89 (Table 16). In 1988-89 there were 18,919 AA degrees and 6,090 AS degrees awarded. The number of black students graduating with an AA degree between 1984-85 and 1988-89 increased from 802 to 987, but the proportion of all AA graduates who were black declined from 5.5 percent to 5.2 percent (Table 16). Although these data illustrate the steady decline in the percentage of AA graduates who are black, previous Commission analyses of black student progression reveal that the decline actually began in 1978.

Hispanic student graduation data for the AA degree show similar trends. The number of Hispanics graduating with an AA degree between 1984-85 and 1988-89 also increased, from 1,796 to 2,241, but the proportion of all graduates who were Hispanic decreased from 12.2 percent to 11.9 percent (Table 16). The percentage of AA graduates who are Hispanic has declined annually since 1981.

State University System Graduates

Between 1984-85 and 1988-89 in the SUS, the number of bachelor's degrees awarded increased from 20,312 to 22,467 (Table 17). While the number of these degrees awarded to black students increased, the proportion of all bachelor's degrees going to black students decreased by 1.1 percent. In 1988-89, black students received 5.8 percent or 1,296 bachelor's degrees awarded in the SUS. Hispanic students experienced a gain in both the number and proportional share of degrees granted. In 1988-89, Hispanic students were granted 1,867 or 8.3 percent of all bachelor's degrees awarded among the nine state universities.

Factors That Enhance Social Access

Social access to Florida public institutions is enhanced through several policies. The open-door policy for the Community College System is one example. Another is the provision in the State University System for the admission of students under alternative admissions criteria to increase the enrollment of minority students. A third example is provision for use of institutional staff and professional development (SPD) funds to foster minority recruitment.

The literature on higher education that examines social access is extensive. Much research effort continues to be dedicated to identifying and testing variables that can be used to predict success in college as well as those variables that influence students' decisions to attend college. Some of the more prevalent among these variables are academic factors such as high school curricula and grade point average, demographic factors such as socioeconomic status and race/ethnicity, environmental factors such as campus climate and availability of financial aid, and motivational factors such as educational goals and commitment, parental influence, and peer groups. Although a review and discussion of the diverse literature is beyond the scope of this study, selected factors explored in this chapter include financial aid, high school preparation, state-supported enhancement activities, and campus climate.

Financial Aid

The relationship between financial aid and minority students' enrollment and persistence in college has received increased attention nationally. A recent study by the Higher Education Research Institute of the University of California at Los Angeles concluded that declining attendance rates for blacks and the decreasing percentage of blacks among new college graduates over the last several years may be attributed in part to changes in federal financial aid policies (Astin, 1990). During the 1980's, the shift in emphasis in federal assistance from grants to loans altered the financial aid packages and college choices of black students. The report found that fewer blacks have access to federal grants and more rely on loans to finance their college educations. The Commission's 1990 study, **Student Financial Aid Administration in Public Community Colleges and Universities**, also documented the increasing reliance on loans for postsecondary education. If federal policy toward financial assistance programs continues in this direction, greater pressure will be placed on state financial aid programs to mitigate the problem. The Commission's inventory of financial assistance programs in **Programs to Enhance the Participation of Minority and Disadvantaged Students in Florida Postsecondary Education** (1990) lists approximately 25 financial aid programs available to minority students. While some of these are open to all postsecondary students, many are open only to minority students. The inventory also reveals that both the number of programs and legislative appropriations to support these programs have increased steadily.

Another study, **Bridges to Opportunity: Are Community Colleges Meeting the Transfer Needs of Minority Students**, by the Academy for Educational Development and the College Entrance Examination Board (Pincus and Archer, 1989) underscored the need to address the financial aid issue. The report recommended two strategies:

> Each state should develop a set of financial incentives to reward community colleges which have successful transfer programs. One specific strategy would be to develop a transfer bounty whereby a community college would get a lump sum for each student who transfers to a four-year college and completes 12 or more credits with a C average or better.
>
> A special federally funded scholarship program for low-income students who transfer to four-year colleges should be established.

Florida has developed several financial aid programs serving all students as well as other programs that serve only racial/ethnic minorities. An example of a recent Florida legislative initiative that exemplifies the intent of the above second recommendation to enhance minority transfer through targeted financial assistance was the Minority Community College Transfer Scholarships program. The 1989 Legislature allocated $228,800 to provide 143 grants at $1,600 each to recruit and retain minority students who graduated from a state community college. The same amount was assigned for 1990-91. The Office of Equal Opportunity Programs in the State University System administers this scholarship program. Awards are made only for full-time study and may be need or merit based. Scholarships are renewable up to one academic year. During academic year 1989-90, 195 awards were made to students representing 24 of the 28 public community colleges. Among the recipients, 90 were black, 86 were Hispanic, 15 were Asian, three were American Indian, and one was Nigerian. Approximately half of the awards were merit based and half were need based. In 1990-91, 143

students were served, including 82 first-time recipients and 61 continuing students. Of these 143 awards, 37 were based on merit, 12 were based on need, and 33 were based on both merit and need.

Although funds were sufficient during the first year of the program to serve all qualified applicants who completed the application process, maintaining funding for the second year of awards at the same level as the initial year of awards meant that not all qualified applicants would be served and that a hierarchy of awardees had to be established. The Office of Equal Opportunity Programs gave priority to renewal applicants in order to fund these individuals for their fourth year toward a baccalaureate degree. This necessarily produced insufficient funds to serve new applicants. Additionally, the number of applicants increased during the second year of the program's existence.

Other new state initiatives that will benefit racial/ethnic minorities include two aid programs targeting middle and elementary school youth. One of these programs is a public/private initiative that will award grants from the Florida Pre-Paid College Tuition Scholarship Program for needy students in grades seven through 12. The second initiative is the new Success Incentive Program. The Success Incentive Program received $1.75 million from the 1990 Legislature to launch a pilot program that will provide low-income students at risk of dropping out of school with special counseling and encouragement to stay in school as well as full tuition, room and board, and living expenses if they make it to college.

High School Preparatory Courses

A key element in student success in college continues to be the types of courses taken successfully at the secondary school level. All students, regardless of racial/ethnic background, are more likely to enroll in, and are generally better prepared to succeed in, postsecondary education if they have completed a college preparatory track in high school. Additionally, these students are more inclined to enter degree programs and less apt to enroll in certificate programs.

The College Board recently reported that, in general, minority students scored slightly higher in academic year 1989-90 than in 1988-89 on the ACT. The Board suggested that the increase might be attributed to college preparatory classes taken in high school, including at least four years of English and three years each of mathematics, social studies, and natural sciences. The proportion of minority students who had taken the college preparatory classes was up from 30 percent in 1987 to 42 percent in 1990 (**The Chronicle of Higher Education**, September 19, 1990, p. A39). Mathematics, particularly algebra, is frequently identified as a "gatekeeper" for success in college. A 1990 study commissioned by the College Board found a strong correlation between mathematics and college attendance among minority students (Pelavin and Kane, 1990). Based on data collected between 1980 and 1986, including nearly 16,000 high school transcripts, the study found that while about half of black high school students later attended college, 80 percent who took geometry enrolled in college within four years of high school graduation. Hispanics showed similar patterns. This research showed, however, that minority students were less likely to take key academic courses than white students were.

As with most states nationally, more Florida minority students are participating in the Advanced Placement (AP) program. There was a 133 percent increase in the total number of examinations taken by minority students and a 125 percent increase in the total number of examinations with scores of three or higher taken

by minorities between 1984 and 1988 (Southern Regional Education Board, 1989). As an acceleration mechanism, AP can enhance access for racial/ethnic minorities in that successful completion of these examinations usually means automatic credit for college courses without tuition charges. Additionally, accumulating college credit while still in high school should act as an incentive to a student to pursue a higher education.

Recognizing the importance of a strong high school preparation, the Task Force to Improve Minority Student Performance on the CLAST (December, 1989) made two recommendations focusing on public school curricula and student advising:

> The curricula for public school education should be improved to prepare all students to achieve higher levels of competence in reading, writing, and mathematics so that students graduating from Florida's public high schools are prepared to begin a career and continue their education at a postsecondary technical school, community college or university.
>
> The public schools and postsecondary institutions should work collaboratively to advise students and parents how students can effectively prepare for success in college. The public school guidance counselors should advise all students with college potential to enroll in the courses included in the specific subject areas required for admission to the State University System. The courses should be taken even if the student plans to attend a community college first.

The Commission has supported these recommendations in its 1990 report, **An Assessment of College and Vocational Preparatory Programs**. Adequate preparation during high school for college-level work is essential not only as a means of preparing the students to succeed in higher education, but most importantly, as a means of instilling aspirations for college study while the students are still in high school. Access must begin as a state of mind.

Other State-Supported Enhancement Activities

Social access should be fostered through activities that assist racial/ethnic minority students to remain in secondary school and graduate or that assist adults to return and complete their diploma. Current programs that have these goals, and thus are factors that enhance social access, include dropout prevention programs, College Reach-Out, student development services, adult general education, and equal access/equal opportunity activities.

Biennially since 1986, the Commission has issued a resource document, **Programs to Enhance the Participation of Minority and Disadvantaged Students in Florida Postsecondary Education**, which inventories existing state programs for minority and disadvantaged students. This document not only summarizes such programs, but also lists a contact person and information on the most recent legislative appropriation. The programs are categorized as initiatives within public schools, vocational-technical centers, community colleges, state universities, student financial aid, federally funded programs, and other initiatives. This comprehensive guide describes a wide range of initiatives funded to support the participation of minorities in postsecondary education in Florida. The strategies outlined address academic preparation, counseling of students on postsecondary education opportunities, admission of minorities to graduate and

professional schools, remediation of students in higher education institutions, financial assistance and computerized information, educational equity for students, orientation to college and university settings and requirements, dropout prevention and reduction actions in public schools, and the State Board of Education's establishment of an advocacy group to ensure that appropriate policy is recommended in the interest of black students. The following paragraphs highlight some of the initiatives outlined in the inventory and discuss other factors that enhance access for racial/ethnic minority groups.

The College Reach-Out Program is a statewide initiative that focuses on middle and high school students to improve their academic preparation and thus reduce the number of individuals requiring college preparatory instruction. Recent refinements and refocusing of the program's proposal and selection processes and increased funding should improve the program's ability to enhance access to higher education for minority students. Equal Access/Equal Opportunity (EA/EO) activities are further examples of initiatives that emphasize minority student access, particularly through recruitment activities.

As noted earlier in this section, access to postsecondary education is enhanced for students who complete college preparatory courses in high school. Since many potential college students could not or simply have not followed a college preparatory track, the State and institutions have dedicated substantial resources to help students overcome academic deficiencies. Social access is enhanced because of the availability of preparatory (remedial) courses. The Commission's 1990 study, **An Assessment of College and Vocational Preparatory Education Programs**, reported that an important factor influencing students' abilities to progress successfully through college preparatory (remedial) work and into college-level courses was the number of preparatory subject areas requiring completion. The more college preparatory or remedial work students need, the less likely they are to persist and ultimately graduate. Thus, inadequate high school preparation hinders access in general and has had a particularly strong negative impact on minority access to higher education. The **College Preparatory** study reported a continuing trend showing that the percentage of black and Hispanic students who scored at or below minimum scores on academic placement subtests for reading, writing, and mathematics exceeded the percentages for white students. College preparatory programs in the postsecondary sector have become a very important factor in enhancing access, most especially for academically disadvantaged students--many of whom are members of racial/ethnic minority groups.

Campus Climate

A large component of the social access literature is composed of research concerning the campus environment or campus climate. In an effort to understand which campus factors promote persistence versus those that stimulate withdrawal from college, researchers are assessing the campus environment from a variety of perspectives. The desire to promote diversity in the student population, however, has not always produced concomitant commitments to maintain a campus environment that sustains that diversity. As one administrator observed, "If a single lesson is to be learned from the literature on diversity, it is that we cannot simply 'add and stir'" (Smith, 1990). Research centering on racial/ethnic minorities indicates that both blacks and Hispanics experience isolation and alienation on predominantly white campuses (Blanco, 1989). Students' positive perception of a campus environment may draw them to an institution, thus the climate serves as an enhancer of access. Contrarily, students may be deterred

by the campus climate and decide not to go on to college. More substantive information is needed on the influence of campus climate on minority students' decisions to enter higher education in Florida's public community colleges and universities.

Summary of Factors That Enhance and Hinder Social Access

A recent report from the American Council on Education indicated that nationally the percentage of low- and middle-income black and Hispanic youths entering college from high school declined sharply in the past decade. The report cited financial aid, competition from the military, and rising college admission standards as contributors to enrollment declines among minorities. Florida data show that larger numbers of black and Hispanic students are graduating from Florida public high schools, and these racial/ethnic minority groups have represented increasing proportions of the graduating classes. Have these trends translated into higher numbers of blacks and Hispanics enrolling in and graduating from Florida public community colleges and universities? Generally, yes. For the years 1984 to 1988, both higher education systems reported increases in the absolute numbers of minority students enrolling and graduating, except among black students in the university system. However, both systems also reported a decrease in the proportion of graduates who were black; this measure was up in the university system for Hispanic students but down in the Community College System. Consequently, unlike the trend among high school graduates, the proportional representation of black and Hispanic students among graduates in both public universities and community colleges generally declined between 1984 and 1988.

A survey by the Council for the Advancement and Support of Education (CASE) found that the majority of non-white respondents listed the following as extremely important ways to increase accessibility to college:

- working with parents and community groups
- providing elementary and secondary school programs
- increasing counseling
- increasing scholarships and financial aid
- improving social climate on college campuses
- hiring minority faculty as role models (The Times, October 19, 1989)

All of the above have been addressed through at least one state-supported program. But, drawing on a concept advanced by Pincus and Archer (1989), the postsecondary sector must help to create a "pro-transfer climate" in high schools in order to expand their pre-baccalaureate enrollments. It is clear that while several important strategies have been employed to enhance social access, much remains to be accomplished. In its report, the National Task Force for Minority Achievement in Higher Education observed that until all colleges and universities place a priority on educating a much higher proportion of minority citizens, America's economic future will be severely jeopardized. Florida faces this task as well.

IV. GEOGRAPHIC ACCESS

From the 1950s to the present, state policy regarding access has focused heavily on geographic access. The development of the public institutions constituting the State University System and the Community College System followed a concerted effort to expand higher educational opportunity to all citizens of Florida. Two early reports, a study commissioned by then Governor Leroy Collins in 1956 and authored by Brumbaugh and Blee and a 1957 report, **The Community Junior College in Florida's Future's**, had a significant impact on geographic access. The first Florida statewide study on higher education, the Brumbaugh and Blee study's recommendation centered primarily on growth. The community college report called for a long range program for expanding community/junior college facilities in the State. Subsequent legislation approved considerable expansion in higher education, including the creation of a state community college system.

Prior to mid-20th century, there were three public universities for higher education in Florida: the University of Florida, Florida State University, and Florida A & M University. In the period between 1956 and 1965, the Legislature established six new universities, four of which were designated as upper division institutions. Demographic shifts, population increases, and urbanization were major forces behind expansion of the public university system at that time. The new institutions established in the mid-1960s were located to serve the current and projected population centers in the State. Under the existing system, the nine public institutions are geographically distributed in the northern, central, and southern parts of Florida. In addition to the main campuses for each university, six of the nine institutions also have at least one branch campus each, with a total of 16 branch campuses in the SUS.

The Community College System also developed as a result of legislation following the 1956 study by Brumbaugh and Blee. Of the present 28 public community colleges, only four existed before 1950. In 1955, the Legislature established the Community College Council; in its 1957 report, the Council recommended a master plan for establishing a system of public community colleges in the State with the goal of ultimately providing higher education within commuting distance of more than 99 percent of Florida's population. Also that year, the Division of Community Colleges was created and six new community colleges were funded. By 1972, the system of 28 public community colleges was complete. In addition to the 28 colleges, the institutions have centers and campuses as well as more than 2,000 other locations such as churches, public schools, and community centers for instructional purposes.

The demographics of the State have changed dramatically, however, since the mid-1950s. Unforeseen growth in new areas as well as great expansion in other areas have created new conditions and new needs for the public postsecondary systems. Florida strongly encourages the "all one system" concept in higher education. In combination with the "two plus two" approach, the State has created and sustained the perception that the community college is the primary entry point for public higher education in Florida. Accessibility through geographic proximity to a public two-year institution is, therefore, a cornerstone of the state's overall access policy. The success of the two public systems in attracting students has increased applications and enrollments significantly since the current higher education plan for Florida was envisioned 35 years ago. While planners and policy makers mapped public higher education development with care some years ago to provide geographic access, the stress on these institutions today is a clear symptom that the State must reassess the ability

of existing institutions to achieve the kind of geographic access Florida desires. The need for expansion and/or the establishment of new institutions was acknowledged by the Commission in its 1990 study, **The Structure of Public Postsecondary Education in Florida**.

In 1989-90 at the direction of the Legislature, the Commission studied the overall structure for the delivery of higher education in the State. The subsequent report examined both the State University System and the Community College System. Under the issue of planning for postsecondary education, the Commission observed that "shifting political currents and a lack of an established long-range growth or expansion plan can lead to an uncoordinated approach to addressing the higher education needs of a region." Testimony received during the course of that study called for additional universities in the State. Nonetheless, the **Structure** report emphasized that structured, comprehensive planning based on accurate growth projections and specific expansion criteria is essential in determining need for new institutions. The Commission then recommended that prior to the approval of any additional public universities, community colleges, or joint-use facilities, a specific statewide planning process for creating new postsecondary institutions be developed by the Commission in conjunction with the Board of Regents and the State Board of Community Colleges. The report also determined that the Community College System had removed major geographic barriers and provided access to the first two years of postsecondary education throughout the State. Finally, the **Structure** report found that the capacity of the existing postsecondary systems will need to be increased in the near future.

In a further step to direct growth within the public postsecondary systems, the 1990 Legislature charged the Commission, with the assistance and involvement of the Board of Regents and the State Board of Community Colleges, to develop criteria for the establishment of new institutions within the state university and community college systems. When completed, this report will recommend policy for expansion within the State University System, and the Community College System, and it will provide guidelines through the criteria for state policy makers as well as local service areas and established institutions to use in evaluating the need for new or expanded campuses.

Increased demand for access to public postsecondary institutions has severely strained institutional resources--fiscal, human, and physical. The State University System currently limits enrollment at both the lower and upper division levels. In most of the nine institutions, demand exceeds spaces available. This has been an increasingly persistent trend and shows no sign of abating as the State continues to grow and more and more high school graduates, as well as returning students seek postsecondary education. At the public community colleges, the open-door policy that characterizes these institutions has been jeopardized by insufficient resources.

The strong, comprehensive systems of public higher education created through legislative action some years ago now need to be reinforced with focused growth planning. Continuing geographic access to public higher education institutions in Florida is critical during the sustained high growth periods that the State has experienced. This can be achieved efficiently and effectively through a carefully orchestrated growth plan accompanied by adequate and consistent resource commitments at the state level. The concern for system growth, however, must be considered within the larger context of restricted fiscal resources both now and projected for the immediate future.

V. ECONOMIC ACCESS

Enhancing access to higher education through the reduction of financial barriers is a major state goal. The state's policies related to financial aid, tuition, and support of the independent postsecondary sector have been the primary mechanisms to accomplish this goal. The first section of this chapter, therefore, relates economic access to state financial aid and tuition policies. The second section provides an overview of the state's financial aid programs and comments on their relationship to Florida's financial aid policy. The chapter also summarizes four recent legislative studies that provide insights on how to improve both the financial aid programs and the administration of those programs. Finally, the chapter concludes with a review of major factors that enhance economic access.

State Policies Relative to Economic Access

The basic characteristics of the state's financial aid policy were established by the 1970 Legislature (Section 240.437, F.S.). Statutory modifications were suggested in the Commission's **Master Plan** and delineated in the first supplement to that document, **State Student Financial Aid Policy**. Two of these revisions called for the provision of student financial aid primarily on the basis of financial need and the expectation that students receiving need-based aid should contribute toward their cost of education. These recommendations were incorporated into Florida law related to student financial aid planning and development, and the current statute states:

> The objective of a state program is the maintenance of a state student financial aid program to supplement access to postsecondary education to citizens of this state who have the ability and motivation to benefit from a postsecondary education. In the development of a state program to achieve this objective, it shall be the policy that state student financial aid be provided primarily on the basis of financial need.

The role that financial aid should play in achieving access is clearly reflected in this statute. An important element in this state policy is the stipulation that the state student financial aid program emphasize financial need. To strengthen this policy, the Commission also recommended in its 1983 supplement that the needs determination previously utilized in the state's primary "access" grant program, the need-based Florida Student Assistance Grants Program (FSAG), be revised. The purpose of the adjustment was to enable FSAG to "become an 'access' oriented program with funds flowing to lower income students who had the least family financial resources to gain access to any postsecondary program."

Closely related to student financial aid policy is the state's tuition policy for public postsecondary institutions. The Commission has long maintained the position that the state's tuition and financial aid policies should complement one another and become an integrated component of an overall financing approach for postsecondary education in the State. As noted in the financial aid supplement, "A tuition policy will greatly assist the development of meaningful student financial aid programs." From that tenet, the Commission recommended that: "The primary state initiative to guarantee access to all qualified students should continue to be the practice of paying a significant share of the actual cost per student in state universities and community colleges through State general revenue appropriations." Tuition levels in Florida's public universities

and community colleges are far below the national average tuition levels for comparable institutions. Student demand for higher education in Florida has risen dramatically since 1983, threatening the state's commitment to access in its many dimensions. Competing demands on state fiscal resources have produced fewer resources than necessary for postsecondary education at a time when even more are needed. Additionally, tuition costs have increased minimally while the cost of education has continued to climb. As noted early in this decade by Dr. Robert Mautz, "The principal policy question with respect to tuition is the issue as to the share of the total cost of education that is to be borne by the student in relation to the share to be borne by other sources of financial support, particularly the general taxpayer."

State Financial Assistance Programs and Economic Access

Florida offers a variety of financial aid programs based on both need and non-need. In a national comparison of estimated state student aid in 1989-90 to undergraduate students, Florida ranked 14th in the number of awards and 20th in the average size of the award for need-based assistance. For non-need-based assistance, the State ranked 4th in the number of awards among the 29 states providing non-need-based assistance and 12th in the average size of the award. It appears that for need-based aid, the State serves many students with smaller awards. However, the State ranks at the top in the number of awards given among states providing non-need-based assistance. In terms of the dollars expended, Florida ranked 14th in total dollars paid out for need-based aid and but led the nation in total dollars paid out in non-need-based aid.

Most of the state's financial aid programs are administered by the State Office of Student Financial Assistance. Others are administered by the State University System, the institutions, or private entities. For academic year 1989-90, approximately $65 million was distributed among the 19 state programs and two federal programs administered by the State Office of Student Financial Assistance (OSFA) (Table 18). Although the Florida Tuition Voucher program, which is awarded only to students at independent colleges and universities for tuition and fees, is not based on need, the Commission has consistently supported the Voucher program as a mechanism to enhance choice for Florida students rather than as a financial aid program. In 1989-90, approximately $16.7 million was appropriated for the Tuition Voucher program. Removing the Tuition Voucher appropriation, need-based aid accounted for 47.2 percent of the total 1989-90 appropriation while non-need-based aid (achievement and teacher preparation programs) composed 52.8 percent. Among the need-based aid programs, $21.5 million of the approximate appropriation of $22.8 million for these programs was dedicated to the Florida Student Assistance Grant Program (FSAG), which serves students at both public and private institutions. In response to concern with adequate funding for FSAG, Legislative action in recent years has led to annual increases in the program's appropriations. OSFA data, however, suggest a lack of consistency between state policy that financial aid programs be need based and state action which has resulted in a large proportion of funds located in non-need based than in need-based programs.

Recent Legislative Studies Concerning Student Financial Aid

Economic access to higher education may be hindered in two ways: insufficient funds to serve needy students and inadequate administration of aid programs such that students inadvertently do not receive, in a timely manner, the awards to which they are entitled. These concerns have resulted in considerable attention

to student financial aid programs and their administration in the past two years as a result of legislative action. Four studies are relevant to the discussion of economic access and are reviewed below. Each of the studies provides a different perspective to the underlying issues in student financial aid.

One study, **Student Financial Aid Administration in Public Community Colleges and Universities** (1990), was conducted by the Commission as a result of legislation that emerged from the 1989 legislative session. The Commission was asked to conduct an analysis of the administration of student financial aid programs in state universities and community colleges because of growing concern among students and others that program administration impeded the distribution of funds to students. The report concluded that the administration of financial aid programs in public institutions was negatively affected by a variety of problems, including insufficient staffing levels in many institutions, lower than average compensation for staff, and inadequate automation to serve financial aid office needs. Recommendations focused on strategies to address the problems and improve financial aid program administration.

During the course of the Commission's study of financial aid administration, aid directors and others expressed concern with the centralized administration of the Florida Student Assistance Grant (FSAG) program. In response to a Commission recommendation to establish a group to examine the FSAG program and other areas in greater depth, the 1990 Legislature established such a group in statute, the Statewide Task Force on Student Financial Aid, with the responsibility of submitting recommendations for the improvement of the state's student financial assistance programs. The preliminary report of the Task Force contains a number of recommendations toward this end, including consolidation and simplification of programs, enhancement of the electronic transfer of student financial aid information, suggestions on reducing student indebtedness, and strengthening financial aid staff training. The Executive Summary from the report, **Recommendations for the Improvement of Florida's Student Financial Assistance Program**, is appended.

The Legislature also directed the Auditor General's Office to conduct a program and financial audit of the state's three major student assistance grant programs, including recommendations concerning the feasibility of decentralizing administration of the Florida Public Student Assistance Grant Program. As the state's major access program, the FSAG program is an important component in the state's financial aid policy. The Auditor General's report recommended maintaining the centralized administration of the program. The report determined that inefficiencies result from the process of determining student financial need on a statewide basis, "However, decentralization of the allocation process will not effectively correct problems with delays in packaging student aid without compromising some of the Program's primary objectives." Recommendations made in the Auditor General's report should enhance economic access by improving the administration of the FSAG program.

In 1990, the Commission also examined assistance to the private education sector. Its report, **State Funding for Independent Postsecondary Education**, observed that these institutions receive state funds through several direct and indirect mechanisms which are designed to further the state goals of access and choice. The study concluded that Tuition Voucher awards should be made without considering financial need and that the private Florida Student Assistance Grant Program be maintained as the primary need-based program serving the state's access needs. Recognizing the inadequacy of appropriations in previous years for

both the Tuition Voucher and FSAG programs, the Commission recommended that the programs be adequately funded to provide all students the full amount of award authorized. The report also noted that as educational costs increase, future growth in the statutory cap for the FSAG program be considered to ensure continued access for those students with demonstrated need.

The studies reviewed above underscore the importance of student financial aid to access and the state's interest in improving existing mechanisms and practices. Most disturbing, however, is the inconsistency between financial aid policy and state action in terms of the allocation of resources between need- and non-need-based programs. Financial aid programs can continue to reduce financial barriers and thereby enhance access to higher education only if state budget appropriations go primarily to need-based aid programs. The FSAG program, in particular, needs to be funded at a level sufficient to provide students with awards that meet their financial needs.

Factors That Enhance Economic Access

Enhancing economic access by reducing financial barriers to postsecondary education can be accomplished in many ways. Three strategies historically receiving strong state support and discussed in the previous pages have been financial aid programs, tuition policies, and encouragement of a strong dual system of public and private higher education.

The State has developed a diverse portfolio of financial aid programs over the years to reflect state priorities for needy students, for recognizing students' academic excellence and talents, and for targeting aid to specific academic disciplines and student population subgroups. Economic access is easily threatened, however, when restricted fiscal resources strain budget plans. In lean times, it is increasingly necessary to assure that funds are directed at financially needy students. Although the state's financial aid policy emphasizes service to needy students, that is not necessarily how the State has distributed available funds among the various financial aid programs. Economic access must be protected and, if possible, strengthened by adherence to Florida's need-based financial aid policy.

In addition to the traditional financial aid strategies reviewed above, the 1990 Legislature moved economic access a step further by authorizing and funding the Success Incentive Program. With an initial appropriation of $1.75 million to launch a pilot program, the Success Incentive Program is designed to provide low-income students at risk of dropping out of school with special counseling and encouragement to stay in school. Most importantly, if those participants make it to college, the State will pay their full tuition, room, board, and living expenses. Similar initiatives in other states have proven to be a successful way of increasing economic access as well as furthering other state educational goals. A second new state-level commitment to increasing access for economically disadvantaged youth is the Florida Prepaid Tuition Scholarship Program. This program will offer prepaid college tuition scholarships to students in grades 7 to 12 with academic potential who are determined by local school officials to be high-risk dropout candidates based on economic and other factors. The State has provided $1.27 million to be equally matched by private sector contributions to fund 670 prepaid four-year college scholarships statewide. Although the benefits of Florida's programs will not be evident for many years, the Success Incentive Program and Prepaid Tuition Scholarship Program provide alternative methods to enhance both economic and social access.

VI. ISSUES & RECOMMENDATIONS

At the direction of the 1990 Legislature, the Commission examined access to higher education in Florida. For purposes of organization of this study, access was visualized in four broad forms: programmatic, social, geographic, and economic. Although conceptualized in this manner for discussion purposes, the areas are not discrete categories. Access policies and activities frequently impact more than one of the four areas. To illustrate, a change in financial aid policy usually affects not only economic access but social access as well.

The present study provides substantial background information on the four aspects of access. Although this report examines the past as well as the current situation for programmatic, social, geographic, and economic access, the Commission recognizes that access is an ongoing concern. In light of the continuing need to assess issues related to access, the upcoming **Master Plan** will revisit access to higher education in Florida, focusing on future goals and on strategies to address those goals.

The following recommendations and comments focus on areas that need further examination as well as on areas that need modification. Throughout, however, the Commission wishes to emphasize that Florida has achieved a high degree of access. Programmatic access in the State is particularly effective, as evidenced by the fact that annually thousands of students enter the programs of their choice and progress smoothly from one public higher education institution to another with minimal conflict or loss of credit. In many respects, Florida has been cited as a model of programmatic access efforts.

Programmatic Access

Articulation Policies and Growth

Both the State University System and the Community College System have experienced tremendous growth in terms of student demand over the past 25 years. The state's two-plus-two policy promotes the recognition and utilization of the public community colleges as the primary point of entry for postsecondary education, and the Statewide Articulation Agreement guarantees public community college transfers with the associate in arts degree entry to the State University System.

The state's public postsecondary institutions are experiencing significant increases in demand for entry as more students graduate from high school and the state's in-migration remains high. In 1988-89 there were approximately 92,000 high school graduates and that number is projected to climb to 130,700 by the year 2000. The increased demand for access to public postsecondary institutions has severely strained institutional resources. The need for expansion among existing institutions and/or the establishment of new institutions was acknowledged by the Commission in its 1990 study, **The Structure of Public Postsecondary Education in Florida**. The Commission's current study on criteria will recommend policy for expansion within the public systems, and it will provide guidelines to use in evaluating the need for new or expanded campuses. The present report reaffirms the critical need to address access through provision for additional space for students within the Community College System and the State University System. Institutions can assist in this effort through such strategies as assuring that physical facilities and human resources are

maximized as well as by incorporating technology to the utmost. Additionally, however, the State must address the problems produced by growth if access to higher education is to remain a reality for Florida citizens.

While attention must be given to all aspects of the state's higher education system, particular emphasis within the state universities must be placed on the upper division level. Limited resources at the upper division level to accommodate growth that has occurred at the lower division level has produced a bottleneck effect for native students as well as for community college transfer students. Resource limitations have created concomitant restrictions on numbers of courses offered, on number of faculty utilized, and on physical space for classes. These limitations translate into restricted access at the upper division level. Resources for growth that are focused at the upper division level will reinforce the two-plus-two system and assure that students are not unduly restricted from access to baccalaureate opportunities.

Recommendations:

1. **The State should continue to support articulation through policies, such as two-plus-two and lower division enrollment caps in the state universities, which recognize the public community college system as the primary access point for higher education in Florida.**

2. **To ensure continuing access to public higher education, the State and the higher education community need to address the current and future growth demands that are being placed on education.**

3. **The Legislature should identify upper division enrollment at the state universities as the top priority for growth support within the State University System.**

SUS data concerning community college transfers confirm a disturbing trend showing large numbers of community college students seeking and achieving transfer before completing an associate degree. Preliminary Fall 1990 data reveal that approximately 22 percent of all community college transfers entered the SUS without any postsecondary degree. These students enter unprotected by the statewide Articulation Agreement, at risk of losing credits in transfer, and of not completing the baccalaureate degree. In a study completed for the Commission in 1986, Bender and Chalfant-Thomas noted that research literature "indicates persistence and overall academic success in baccalaureate programs for community college students are in direct proportion to the longevity within the community college. Those who graduate from a community college have significantly higher success rates than those who transfer during their second year; those who transfer after the first year have even less success at the baccalaureate institution." Existing data bases for the Community College System and the State University System have the capacity to examine the longevity and success factors. However, longitudinal cohort studies would be needed to retrieve these data. State policy currently favors AA graduates over all other transfers in admission to the SUS. As competition for space in the upper division increases, students with neither an AA or an AS will find it increasingly difficult to effect transfer.

Recommendation:

4. **Community colleges and state universities should strongly discourage community college students from transferring until completion of the associate in arts degree or successful completion of academic work required for an associate in arts degree and passage of three out of four College-level Academic Skills Test subtests.**

The "upper division" is a concept frequently referred to for articulation purposes. For example, Section 240.115, F.S., speaks to the Articulation Agreement and acceleration mechanisms and specifies that associate in arts graduates must be granted admission to the "upper division" of a state university except under certain conditions. Also, Section 240.107, F.S., explains that the CLAST should serve as a mechanism for students to demonstrate that they have mastered the academic competencies prerequisite to "upper-division programs." Section 240.233, which refers to foreign language requirements and the admission of students to public universities, relates such requirements to admission to the "upper-division" of a state university. Thus, "upper division" is designated as a criterion for different requirements but in the absence of a definition, consistency in the application of the terminology is not apparent. It is not clear what the upper division refers to nor if it refers to the same thing at each public university.

Criteria delineating conditions for progression or admission to upper division status were part of Board of Regents rules from 1983 to approximately 1986. In 1983, the Board approved Rule 6C-6.17, Progression or Admission to Upper Division Status, which read:

> Progression to upper division status by a native SUS lower division student or admission to upper division status by a Florida community college or a non-SUS institution student shall be granted on the basis of the following:
>
> (1) At least 60 semester hours (90 quarter hours) of academic work;
> (2) Completion of requirements in English and Mathematics as prescribed by the State Board of Education in DOE Rule 6A-10.30, FAC;
> (3) Presentation of scores on the College-Level Academic Skills Test (CLAST) as required by Rule 6A-10.314, FAC;
> (4) Completion of any other degree program requirements as specified by the university.

This rule was amended, however, a few years later and reference to progression to upper division status was deleted entirely. Reinstating the rule would provide a clear set of criteria for all institutions and therefore help ensure equity in access.

Recommendation:

5. **The Legislature should either define "upper division" or delete it from statute since this terminology is often**

referenced in statute and rule, particularly in relation to articulation concerns.

The 1990 Legislature revised Section 240.115(1)(a), F.S., to incorporate provisions in the Articulation Agreement relating to admission to upper divisions in State University System institutions. Since the new language does not specify students in public institutions, the statute may be interpreted very broadly. The Commission's recommendation regarding the word "public" is underlined:

> The articulation agreement must specifically provide that every associate in arts graduate of a Florida public community college must be granted admission to the upper division of a state university except to a limited access or teacher certification program or a major program requiring an audition. After admission has been granted to students under provisions of this section and to university students who have successfully completed 60 credit hours of course work and met the requirements of s. 240.107, admission shall be granted to State University System and Florida public community college students who have successfully completed 60 credit hours of work. Public community college associate of arts graduates shall receive priority for admission to a state university over out-of-state students.

Additionally, criteria for the second priority group for admission to the upper division should be examined. The reference above to "60 credit hours of course work" should be clarified such that the 60 hours involve some degree of general education course work. A comparison with current language in the Articulation Agreement, which specifies that the associate in arts degree program must include a general education core curriculum of at least 36 semester hours of college credit in the liberal arts and sciences, as well as the provisions in rule 6A-10.0314, FAC, regarding CLAST, would be appropriate.

Recommendation:

6. **Section 240.115(1)(a), Florida Statutes, and State Board of Education Rule 6A-10.024(4) should be revised to clarify the criteria for admission to the upper division by students who have not obtained an associate in arts degree or native students who have not completed CLAST requirements and to insert "public" at the appropriate points to ensure that both statute and rule references to university and community college students will be limited to students at public institutions.**

Discipline Specific Articulation Agreements

As efforts increase to create statewide discipline specific articulation agreements, there should be a single office designated as custodian of these documents in order to maintain records for future reference. Also, since the Articulation Coordinating Committee represents the secondary and postsecondary levels and recommends policy and procedures to improve articulation systemwide, this body should continue to be closely involved with the development and oversight responsibility for the statewide discipline specific articulation agreements. The Board of Regents, the State Board of Community Colleges, and the Division of Vocational, Adult and Community Education have coordinated well in

the past to identify areas such as nursing where discipline specific agreements are needed and then, in working with professional associations and faculty groups, to develop those agreements. As the boards continue to encourage and assist with the development of discipline specific articulation agreements, ongoing evaluation of all agreements should be initiated in order to refine agreements as needed to best serve the students enrolled in the disciplines.

Recommendation:

7. **The Articulation Coordinating Committee should approve and periodically review statewide discipline specific articulation agreements.**

Residency

Currently, Florida law (Section 240.115, F.S.) allows residents and non-residents equal status when transferring into the State University System under the statewide Articulation Agreement with the associate in arts degree. The increasing demand for admission to the state's community colleges and universities, combined with declining resources for expansion within these systems, raises concern about admission of non-Florida residents to the state's 37 public postsecondary institutions. In the SUS in recent years, non-residents have accounted for approximately 12 percent of total headcount enrollment at time of admission (19,809 headcount in Fall 1988). In the CCS during 1989-90, six percent of the students (14,100) enrolled in associate in arts programs and five percent of enrollees (3,806) in associate in science programs were non-residents. In the case of two-year institutions, most of these non-residents were enrolled in those community colleges located in the same city as a state university. An associated concern then becomes the extent to which non-residents are using the community colleges to gain easier access to the state's public universities. Preliminary data from the State University System indicate that 11.7 percent of all students admitted to the upper level in Fall 1990 were non-Florida transfers. Since Florida protects associate in arts community college transfers through the articulation agreement and guarantees them access to the State University System over out-of-state students, non-residents have been able to take advantage of the articulation policy, particularly through the AA degree, to enter the state universities with the same status as resident students.

While the State believes in the diversification of the student body, there is also concern that limited state resources should be expended primarily on citizens of Florida. Board of Regents Rule 6C-7.006, FAC, provides for limitations on non-Florida student enrollment:

> The State University System of Florida will accept non-Florida students as defined in 6C-7.005(1) and (3) in numbers not to exceed 10 percent of the total systemwide enrollment. This does not imply that the enrollment of out-of-state students at any single university in the System will be limited to 10 percent of that university's total enrollment as long as the total number in the University System does not exceed 10 percent of the total systemwide enrollment.

The Rule as noted above contains language that makes implementation difficult. How does the SUS monitor the rule if out-of-state student enrollment limits are contingent upon total system enrollment for the same year? What guidelines are

given to the individual institutions if none of them are limited to 10 percent but the universities as a whole are so limited? Should out-of-state enrollment limits be related only to FTIC students or to transfers as well? Should the rule distinguish between undergraduate and graduate student enrollment?

Recommendation:

8. **The Board of Regents should establish a clear policy that would allow for Rule 6C-7.006, FAC, to be implemented and monitored at the state and institutional levels in such a manner that the limitation on non-Florida student enrollment can be enforced.**

Core Curriculum

A core curriculum for the associate in arts degree has been a critical component of the articulation agreement since its early development through the General Education Agreement in 1959. Not only were the institutions to develop a program of general education, which would include at least 36 semester credit hours for students working toward a baccalaureate degree, but the Agreement called for each postsecondary institution to recognize the integrity of other public institutions' general education programs. This has been accomplished in the current statewide articulation agreement. However, there is greater variation now than in the past in the types of courses offered at the institutions and, consequently, in the courses accepted by each institution for its core curriculum.

The State Board of Community College's summative review of the associate in arts (AA) degree programs in the 28 public community colleges included a review of the general education core. The draft report for this review noted that 19 of the colleges have indicated a need to reexamine their general education programs. The general education core constitutes as much as 74 percent of some AA degree programs. All colleges require English, humanities, mathematics, natural science, and social science as part of the general education core. Most colleges require more than the minimum 36 credits in the general education core; one institution requires 48 credits. There is also great variation in the number of courses from which students select to satisfy the general education requirements. The institution with the fewest number of courses from which to select in order to satisfy general education core requirements offers 51 courses, while the institution with the highest has 263 courses. The SBCC draft review report recommends that each community college develop a statement of the purpose of the general education core of the AA degree program. The purpose statement should contain sufficient detail to identify each component of the general education core and sufficient functional specificity to provide for application and measurement.

The Commission also recently examined general education in its report, **An Assessment of the General Education Curriculum in State Universities and Community Colleges** (1989). Results of a transcript analysis for that study showed that, on average, community college students completed significantly more course work in English, mathematics, and "other" courses, while university students completed significantly more course work in humanities and social sciences. As was found among the community colleges during the AA summative review, the state universities require varying numbers of total general education

hours and total number of courses from which to select courses for the general education requirement.

While the Commission does not intend to prescribe the core curriculum, the degree of variation among the 37 institutions may be such that there is, in essence, no "core" of courses but rather a potpourri of courses exhibiting little congruity. A study of core curricula would provide data for a better understanding of institutional practices. Such a study might also suggest parameters--not prescribe course work--for the core curriculum to assist students as they plan their schedule of studies for the associate in arts degree.

Recommendation:

9. **The Board of Regents and the State Board of Community Colleges should conduct a joint study of the general education core curriculum leading to the associate in arts degree in the community colleges and to the baccalaureate degree in the state universities with the goal of establishing parameters for the core curriculum.**

College-Level Academic Skills Test

Existing State Board Rule specifies that College-Level Academic Skills Test (CLAST) scores must be reported on the standard transcript. Instances have occurred in the past where CLAST scores were used as part of the criteria to determine eligibility and ranking for limited access programs, even though the CLAST scores are not to be used in that way. In order to remove the possibility of specific CLAST scores being used for any such purposes, the Rule should be revised such that only "pass" information is reported on the standard transcript. This will provide the basic information needed by universities or other entities to determine eligibility.

Recommendation:

10. **State Board of Education Rule 6A-10.024(14), FAC, should be revised to allow for reporting on the standard transcript only those College-Level Academic Skills Test (CLAST) subtests successfully completed rather than reporting specific examination scores.**

Statewide Course Numbering System

The Statewide Course Numbering System (SCNS) has been an integral and essential part of Florida's articulation policy for a number of years. The Legislature provided for the establishment of a statewide course numbering system in the early 1970s to facilitate the automatic transfer of credit for equivalent courses among the state's public community colleges and universities. Subsequent legislation expanded the system to include vocational education as well as to permit participation by independent institutions. In 1981 the Department of Education contracted with a consultant to review the SCNS and make recommendations for improving the system. As the postsecondary systems have expanded program and course offerings, the SCNS has grown in complexity. Just as academic programs must undergo a statewide program review on a periodic basis to examine program goals, objectives, and processes, it would be helpful to all sectors to conduct an in-depth review of the Course Numbering System to determine

if its growth and complexity have had an impact on the original objectives of the system as well as to identify strategies for improvement.

Recommendation:

11. The Department of Education should conduct an in-depth evaluation of the Statewide Course Numbering System to assess the effectiveness of the system.

Transfer Follow-up

Transfer is a very individual act requiring timely submission of documents and follow-up. Although state policies have attempted to ease and simplify part of the process, prospective transfer students must receive initial orientation and ongoing support from the sending institution. Every community college, as well as every state university, now has an articulation officer charged with aiding students in the transfer process. Even though this individual may have other administrative or teaching responsibilities in addition to the role of articulation officer, it is appropriate that the articulation officer oversee a holistic approach to transfer. This would include a tracking process that begins with orientation and continues with guidance throughout the student's tenure at the community college. Follow-up during the process and once the student has completed transfer to a state university will provide feedback not only on the student's progress but also on the strengths and weaknesses of the institution's process. An intense, concentrated effort may especially be needed with at-risk students.

Recommendation:

12. The Community College System, with the assistance of the State University System, should encourage and assist its institutions in the development of a tracking process, including both quantitative and qualitative data, for associate in arts degree seeking students.

Social Access

State Policy

Each public community college and university has equal education goals for enrollments and completions or graduations. These were established on the basis of the institution's service area and demographic characteristics. Equity in higher education is evaluated through proportional representation at time of entry to the state's colleges and universities as well as at graduation. A review of progression data presented in Chapter III for racial/ethnic minority groups indicates that equity is still a goal. Blacks account for approximately 14 percent of the state's population, and Hispanics account for approximately 12 percent. Among high school graduates in 1988-89, 19.2 percent were blacks and 8.7 percent were Hispanics. In the State University System in 1988-89, total Fall enrollment included 9.1 percent black students and 8.6 percent Hispanic students. In the Community College System's AA programs in 1988-89, 8.2 percent of the total enrollment was composed of black students while 9.5 percent was composed of Hispanic students. Graduation data show that in 1988-89, 5.8 percent of all bachelor's degrees granted by SUS institutions went to black students and 8.3 percent were awarded to Hispanic students. In sum, the proportional

representation of blacks and Hispanics generally decreases as one moves higher in the educational sector. As noted in a recent report on minority achievement from the Education Commission of the States, success in increasing minority participation in higher education depends not only on individual campuses making fundamental changes, but also on state policies creating the climate that makes change possible.

Recommendation:

13. **State Board of Education policy regarding social access should reflect the goals of minority enrollment in public higher education which is proportional to the minority population of the State and minority graduation rates which are comparable to graduation rates of other students.**

Enhancing social access is the first step in a lengthy process of achieving equity. Recruiting racial/ethnic minority students is important, but recruiting successes must be accompanied by retention to graduation successes as well. As the progression data revealed, over a five-year period between 1984-85 and 1988-89, the numbers of minority students graduating increased, but in some cases minorities accounted for a decreasing proportion of all graduates within the community college or university system. Incentive funding would serve to reward those colleges and universities that exceed equal access/equal opportunity goals developed at the institutional level by successfully retaining minority students to graduation.

Recommendation:

14. **The Legislature should provide incentive funding to reward institutions that reach social access (EA/EO) goals in degrees granted.**

Minority Student Transfer Scholarship

The Minority Student Transfer Scholarship was first authorized and funded by the 1989 Legislature through a specific appropriation for $228,800 to provide 143 grants at $1,600. The same amount of funds was allocated by the State University System for this program in 1990 even though during its second year of operation the scholarship needed to serve both new and continuing students. Although no qualified students went unserved, inadequate program publicity at all levels may have resulted in fewer applications than anticipated. In 1989, a total of 195 awards went to first-time recipients only. In 1990-91, 143 grants were made, 82 to first-time recipients and 61 to continuing students. Since the program allows for both need-based and merit-based grants and approximately 1,500 minority students transferred into the SUS with an AA degree in 1989, it is conceivable that less than 10 percent of the possible pool of minority community college transfers with AA degrees was served in 1990. Improved dissemination of information as well as follow-up data is needed relative to the scholarship both at the community colleges for first-time applicants and in the university system for continuing applicants. Future reviews for this program should be based on such information as numbers of applicants, students served, graduation rates, length of time to graduation, and majors selected.

Recommendation:

15. Funding for the Minority Student Transfer Scholarship should be adequate to support both initial and renewal awards.

Minority Student Follow-up

Data from the Division of Community Colleges reveal a steady decline since 1978 in the percentage of associate in arts graduates who are black and since 1981 for those graduates who are Hispanic. Access to the baccalaureate degree is threatened for these students as well as for other racial/ethnic minority individuals who do not complete the AA degree and possibly for those who transfer prior to degree completion. Given the number and variety of initiatives available to assist these students, it appears that either the programs are not achieving their goals, or other factors are interfering with students' persistence decisions, or both. A combined quantitative/qualitative study approach should provide a better understanding of those factors that enhance persistence and those that hinder persistence. The focus of the research would be to determine how and why students connect or fail to connect with the educational opportunities ostensibly available to them after admission and prior to transfer.

Recommendation:

16. The State Board of Community Colleges should regularly assess minority students' experiences through the community college system, particularly the AA degree-seeking students.

Economic Access

Financial Aid Policy

Contrary to established state policy, more state aid is now distributed on a non-need-based basis than on a need basis. Data concerning federal financial aid programs also serve as indicators of student financial need. Pell Grants, the largest federal need-based program, served 18.5 percent more students in Florida between 1984-85 and 1989-90. Pell allocations to Florida increased by 81.4 percent to students at public institutions and 33.3 percent to students at private institutions. Allocations to students at proprietary schools rose by 115.5 percent for an overall state average increase of 81.7 percent. Loan volume data present a mixed picture. For example, federal Stafford loan (previously called Guaranteed Student Loans or GSL) volume guaranteed by the State amounted to $171,908,000 for Florida in 1988-89, a 34 percent decrease since 1985-86. Stafford loan data from multi-state guarantors, another important component of total loan volume, were not available. Loan volume in some smaller programs, however, rose during that four-year period. Parent Loans to Undergraduate Students (PLUS) increased by 101.4 percent and Supplemental Loans to Students (SLS) increased by 203 percent (Southern Regional Education Board, 1990). Economic access to higher education rests heavily on state support for needy students. Legislative attention may be required to realign financial aid policy and appropriations.

Recommendation:

17. **Current financial aid policy contained in Section 240.437, Florida Statutes, requiring that aid be provided primarily on the basis of financial need, should be continued and proposed new programs should be carefully evaluated in light of their adherence to this policy.**

Funding

As the state's primary need-based program promoting access to higher education goals, the Florida Student Assistance Grant Program is the major mechanism to ensure that financial barriers are reduced. The Legislature should continue to increase support for this program and monitor the distribution of funds to ensure that needy students are being adequately served.

Recommendation:

18. **Funding for the Florida Student Assistance Grant Program should be adequate to provide all eligible students the full amount of the award authorized.**

The 1990 Legislature reserved $1.5 million of the total FSAG appropriation to serve late applicants at the public community colleges. These funds were fully utilized, and information from the community colleges indicates that approximately $8 million were actually needed to serve these applicants. However, the Office of Student Financial Assistance has analyzed late applicant FSAG records for Fall 1990 and found that statewide only approximately 28 percent of the late applicants were qualified. Most were not qualified primarily because the applicants did not enroll as full-time students or they did not enroll at all for Fall 1990. Since most students who decide after May to enroll in a public postsecondary education institution must enter a community college, and the majority of these individuals have unmet financial need, it is appropriate that some FSAG funds be available to them.

Recommendation:

19. **The set-aside allocation for community college students from the Florida Student Assistance Grant Program should be continued and funded at a level sufficient to accommodate all eligible students.**

The Board of Regents has determined that state university students contribute approximately 20 percent to their cost of education, and the State Board of Community Colleges reports that student fees account for approximately 21 percent of the overall revenue required to fund the public community colleges. Consonant with the recommendations in the **Master Plan** and subsequent studies, the sector boards should ensure that their students are contributing an appropriate share of the cost of their education in comparison with other postsecondary institutions in Florida and elsewhere. Nonetheless, as noted in the Commission's financial aid supplement to the **Master Plan**, general revenue funding for public institutions continues to be the chief form of state support for postsecondary education in the nation.

Recommendations:

20. **The Legislature, the Board of Regents, and the State Board of Community Colleges should increase current student fee levels to ensure that students are contributing an appropriate amount toward their educational costs.** Matriculation fees should be indexed in order to allow this significant source of revenue to reflect a sufficient share of the overall operating cost of each system. The indexing policies should retain a differential between university and college fees.

21. **State support, through the practice of using state general revenue appropriations to pay a significant share of the actual cost of a student's education, should continue to be the primary mechanism for fostering economic access to higher education at the state level.**

Financial Aid Program Review

Section 240.424(5), F.S., requires the Department of Education to conduct a biennial analysis of the amount of available financial aid moneys and the effect of such moneys on student access to postsecondary institutions. Such information is useful to a number of state-level offices as well as to individuals at the institutional level. The Director of the Office of Student Financial Assistance reported that the Office has used the annual legislative budget request and the accompanying narrative to fulfill this reporting requirement. As with academic programs, which must undergo full review every five years, all financial aid programs should also be reviewed on a periodic basis, regardless of the administering entity. Two state financial aid programs currently contain language in statute that requires an effectiveness study (e.g., the Florida Undergraduate Scholars Fund and the College Work Experience Program). Reporting on financial aid programs administered by other entities such as the Board of Regents is generally limited to amounts expended and number of awardees, with little analysis of program effectiveness or impact on student access. Consequently, although millions of state dollars are dedicated annually to the support of students in Florida's postsecondary institutions, little is known about the effectiveness of each program or of the total state financial aid portfolio of programs in enhancing access by assisting students in their pursuit of a higher education and in persisting to graduation. Recommendations made by the Statewide Student Financial Aid Task Force concerning program consolidation should help reduce the number of state programs. This, in turn, will reduce reporting requirements.

Recommendations:

22. **The Office of Student Financial Assistance should maintain at least one staff position that is designated for and dedicated to research and long-range planning.**

23. **The biennial analysis of financial aid moneys required in Section 240.424(5), F.S., of the Department of Education should be prepared as a report separate from the legislative budget request and disseminated broadly to the postsecondary education community, including the coordinating and governing boards and the institutional financial aid directors.**

24. **Section 240.424(5), F.S., should be amended to clearly indicate that the Board of Regents, the State Board of Community Colleges, and the public institutions should also submit and broadly disseminate reports on the effectiveness of state-funded financial aid programs that they administer.**

25. **Florida laws requiring biennial reporting on the effectiveness of individual state financial aid programs, such as the Undergraduate Scholars Fund, administered by the Office of State Financial Assistance should be repealed.**

Support for the Independent Sector

The state's commitment to preserve the dual system of higher education has provided significant economic access to Florida students at private institutions. The Commission's recent study, **State Funding for Independent Postsecondary Education**, reported that direct and indirect funding totaled approximately $50 million in academic year 1989-90. This report concluded that, based on state and national funding indicators and an increasing enrollment share for the independent sector, the dual system of postsecondary education in Florida was strong.

Recommendation:

26. **The State should continue to support students in the independent sector through both direct and indirect funding mechanisms in order to foster choice and access to higher education.**

Conclusions

The Commission was directed by the 1990 Legislature to conduct a study of student access to higher education in Florida. Proviso language further identified several specific areas to be addressed, including the statewide articulation agreement, limited access programs, enrollment funding policies, and factors that enhance as well as factors that hinder student access to higher education. This report incorporated the specific areas delineated in proviso and other aspects through an examination of programmatic, social, geographic, and economic access.

The Commission found that Florida has several state policies concerning student access to higher education. These have established a high level of access at the programmatic level, as well as in the context of social, geographic, and economic access. A major contributor to access is the existence of complementary public postsecondary community college and state university systems. State policy encourages and supports the community college system as the primary entry point to public postsecondary education. State policies such as the open-door philosophy of the community colleges, alternative admissions options in the state universities, targeted financial assistance for racial/ethnic minorities, and support programs for minority groups enhance social access. Strong geographic access has resulted from the master plan for the development of the public community college system and the geographic distribution of the state universities. However, population growth and expansion have created new needs for public postsecondary education. Continued geographic access is a major Commission concern. Finally, economic access has been addressed through a

financial aid policy that emphasizes need-based aid. Recurring issues in this area are the amount and allocation of resources to serve the many financial aid needs of Florida's citizens.

In sum, access has been achieved through a combination of comprehensive state policies to foster entry and transfer and through voluntary, collaborative efforts among state-level boards and among institutions at the local level. The Commission wishes to emphasize that Florida has surpassed many other states in achieving access to higher education, particularly in the area of articulation and transfer. However, this report identified several issues concerning access that need further examination or modification. The Commission will continue to address student access, particularly through the 1993 **Master Plan**.

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APPENDIX A

Florida Statutes and

Florida Administrative Code Rules

Related to Access and Articulation

229.053 General powers of state board.—

(1) The State Board of Education is the chief policy-making and coordinating body of public education in Florida. It has the general powers to determine, adopt, or prescribe such policies, rules, regulations, or standards as are required by law or as it may find necessary for the improvement of the state system of public education. Except as otherwise provided herein, it may, as it shall find appropriate, delegate its general powers to the Commissioner of Education or the directors of the divisions of the department.

(2) The board has the following duties:

(a) To adopt comprehensive educational objectives for public education;

(b) To adopt comprehensive long-range plans and short-range programs for the development of the state system of public education;

(c) To exercise general supervision over the divisions of the Department of Education, including the Division of Universities, to the extent necessary to ensure coordination of educational plans and programs and resolve controversies and to coordinate the academic calendars of universities, community colleges, and public schools to minimize problems of articulation and student transfers, to assure that students moving from one level of education to the next have acquired competencies necessary for satisfactory performance at that level, and to ensure maximum utilization of facilities;

229.551 Educational management.—

(1) The department is directed to identify all functions which under the provisions of this act contribute to, or comprise a part of, the state system of educational accountability and to establish within the department the necessary organizational structure, policies, and procedures for effectively coordinating such functions. Such policies and procedures shall clearly fix and delineate responsibilities for various aspects of the system and for overall coordination of the total system. The commissioner shall perform the following duties and functions:

(a) Coordination of department plans for meeting educational needs and for improving the quality of education provided by the state system of public education;

(b) Coordination of management information system development for all levels of education and for all divisions of the department, to include the development and utilization of cooperative education computing networks for the state system of public education;

(c) Development of data base definitions and all other items necessary for full implementation of a comprehensive management information system as required by s. 229.555;

(d) Coordination of all planning functions for all levels and divisions within the department;

(e) Coordination of all cost accounting and cost reporting activities for all levels of education, including public schools, vocational programs, community colleges, and institutions in the State University System;

(f) Development and coordination of a common course designation and numbering system for community colleges and the State University System which will improve program planning, increase communication among community colleges and universities, and facilitate the transfer of students. However, such a system shall not encourage or require course content prescription or standardization or uniform course testing, and the continuing maintenance of the system shall be accomplished by appropriate faculty committees. Also, the system shall be applied to all postsecondary and postsecondary adult vocational programs and courses offered in school districts and community colleges; and

(g) Development of common definitions necessary for managing a uniform coordinated system of vocational education for all levels of the state system of public education.

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229.814 Secondary Level Examination Program.—

(1) The State Board of Education shall adopt rules which prescribe performance standards and provide for comprehensive examinations to be administered to candidates for high school equivalency diplomas. Such rules shall include, but not be limited to, provisions for fees, frequency of examinations, and procedures for retaking an examination upon unsatisfactory performance.

(2) The Department of Education is authorized to award high school equivalency diplomas to candidates who meet the performance standards prescribed by the state board.

(3) Each district school board shall offer and administer the high school equivalency diploma examinations and the subject area examinations to all candidates pursuant to rules of the state board.

(4) A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the school board of the district in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16.

(5) Each district school board shall develop, in cooperation with the area community college district board of trustees, a plan for the provision of advanced instruction for those students who attain satisfactory performance on the high school equivalency examination or the subject area examinations or who demonstrate through other means a readiness to engage in postsecondary-level academic work. The plan shall include provisions for the equitable distribution of generated funds to cover personnel, maintenance, and other costs of offering the advanced instruction. Priority shall be given to programs of advanced instruction offered in high school facilities.

(6) All high school equivalency diplomas issued under the provisions of this section shall have equal status with other high school diplomas for all state purposes, including admission to any institution in the State University System or to any public community college.

History.—s. 1, ch. 75-130; s. 9, ch. 76-223; s. 7, ch. 78-416; s. 132, ch. 81-259; s. 5, ch. 83-324; s. 37, ch. 87-329; s. 10, ch. 88-557.

240.105 Statement of purpose and mission.—

(1) The Legislature finds it in the public interest to provide a system of higher education which is of the highest possible quality; which enables students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional, graduate, and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and the wisest possible use of resources.

(2) The mission of the state system of postsecondary education is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

History.—s. 2, ch. 79-222.

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240.115 Articulation agreement; acceleration mechanisms.—

(1)(a) Articulation between secondary and postsecondary education, admission of associate in arts degree graduates from Florida community colleges and state universities, the use of acceleration mechanisms, including nationally standardized examinations through which students may earn credit, and articulation among programs in nursing shall be governed by the articulation agreement, as established by the Department of Education.

(b) Any student who transfers among postsecondary institutions that participate in the common course designation and numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions if the courses are judged by the appropriate common course designation and numbering system faculty task force to be equivalent to courses offered at the receiving institution. The award of credit may be limited to courses that are entered in the common course designation and numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

(2) The universities, community college district boards of trustees, and district school boards are authorized to establish intrainstitutional and interinstitutional programs to maximize this articulation. Should the establishment of these programs necessitate the waiver of existing State Board of Education rules, reallocation of funds, or revision or modification of student fees, each college or university shall submit the proposed articulation program to the State Board of Education for review and approval. The State Board of Education is authorized to waive its rules and make appropriate reallocations, revisions, or modifications in accordance with the above.

(3) The universities and boards of trustees of the community colleges shall identify their core curricula, which shall include courses required by the State Board of Education. This shall be coordinated with secondary schools to prepare students for college level work.

(4) The levels of postsecondary education shall collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. Time-shortened educational programs, as well as the use of acceleration mechanisms, shall include but not be limited to, the International Baccalaureate, credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(5) Each state university and community college shall offer, upon request, to all students prior to or during their first term of enrollment in the respective institution and make available to all other students, not less than once annually, nationally standardized examinations listed in the articulation agreement through which students may earn credit in those general subject areas which are required or may be applied toward general education requirements for a baccalaureate degree at that university or associate degree at the community college. A student satisfactorily completing such examinations shall receive full credit for the course the same as if it had been taken, completed, and passed.

History.—s. 65, ch. 79-222; s. 143, ch. 81-256; s. 5, ch. 83-325; ss. 5, 20, ch. 87-212.

240.116 Articulated acceleration.—

(1) It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate Program.

(2)(a) The dual enrollment program shall be the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Any student so enrolled shall be exempt from the payment of registration, matriculation, and laboratory fees. With the exception of vocational preparatory instruction, college preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, shall be ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

(b) Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. However, vocational dual enrollment shall not supplant student acquisition of the diploma. Vocational dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated vocational courses. It is the intent of the Legislature that vocational dual enrollment be implemented as a positive measure. The provision of a comprehensive academic and vocational dual enrollment program within the vocational-technical center or community college is supportive of legislative intent, however, such provision is not mandatory.

(3) Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Participation in the early admission program shall be limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, matriculation, and laboratory fees.

(4) Advanced placement shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Postsecondary credit for an advanced placement course shall be limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examination.

(5) Credit by examination shall be the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations. For the purpose of statewide application, such examinations and the corresponding minimum scores required for an award of credit shall be delineated by the State Board of Education in the statewide articulation agreement. The maximum credit generated by a student pursuant to this subsection shall be mitigated by any related postsecondary credit earned by the student prior to the administration of the examination. This subsection shall not preclude community colleges and universities from awarding credit by examination based on student performance on examinations developed within and recognized by the individual postsecondary institutions.

(6) The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. Postsecondary credit for student participation in the International Baccalaureate Program shall be limited to students who earn a minimum of 4, on a 7-point scale, on an individual subject examination conducted by the International Baccalaureate Office. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations.

History.—s. 6, ch. 87-212.

240.1163 Joint dual enrollment and advanced placement instruction.—

(1) Each school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstitutional articulation agreement pursuant to s. 240.1161. Such agreement shall certify that each joint dual enrollment and advanced placement course integrates, at a minimum, the course structure recommended by the College Board and the structure that corresponds to the common course number.

(2) Each student enrolled in a joint dual enrollment and advanced placement course may be funded pursuant to either the dual enrollment or advanced placement formula specified in s. 236.081, however, no student shall be funded through both programs for enrollment in a course provided through this section. The district school board reporting enrollments for such courses shall utilize the funding formula that more closely approximates the cost of conducting the course. No student shall be reported for advanced placement funding who fails to meet the examination requirement for such funding.

(3) Postsecondary credit for student completion of a joint dual enrollment and advanced placement course shall be awarded, based on the stated preference of the student, as either dual enrollment or advanced placement credit, however, an award of advanced placement credit shall be limited to students who score a minimum of 3, on a 5-point scale, on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student enrolled pursuant to this section be required to complete the Advanced Placement Examination.

History.—s. 8, ch. 87-212.

246.013 Participation in the common course designation and numbering system.—

(1) Nonpublic colleges and schools that have been issued a regular license and that are fully accredited by a member of the Council on Postsecondary Accreditation and accredited nonpublic postsecondary colleges exempt from state licensure pursuant to s. 246.085(2)(a) may participate in the common course designation and numbering system. Participating colleges and schools shall bear the costs associated with inclusion in the system and shall meet the terms and conditions for institutional participation in the system. The department shall adopt a fee schedule that includes the expenses incurred through data processing, faculty task force travel and per diem, and staff and clerical support time. Such fee schedule may differentiate between the costs associated with initial course inclusion in the system and costs associated with subsequent course maintenance in the system. Any college that participated in the system prior to July 1, 1986, shall not be required to pay the costs associated with initial course inclusion in the system.

(2) No college or school shall record student transcripts or document courses offered by the college or school in accordance with this section unless the college or school is actually participating in the system pursuant to rules of the State Board of Education. Any college or school deemed to be in violation of this section shall be subject to the provisions of s. 246.111 or s. 246.226.

History.—s. 23, ch. 86-145; s. 19, ch. 87-212; s. 4, ch. 87-248; s. 2, ch. 89-344.

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6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.

(1) Each state university president, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. Universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of thirteen (13) members appointed by the Commissioner: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing vocational education; three (3) members representing public schools; one (1) member representing students, one (1) member from the Commissioner's staff who shall serve as chairman; and one (1) additional member. The Committee shall:

(a) Accept continuous responsibility for community college- university-school district relationships, including recommending to the Commissioner plans for school district articulation relationships with community colleges and universities, including coordination of cooperative plans required by Section 229.814(5), Florida Statutes.

(b) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.

(c) Conduct a continuing review of the provisions of Rule 6A-10.024, FAC.

(d) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.

(e) Recommend resolutions of issues and recommend policies and procedures to improve articulation systemwide.

(f) Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges, Universities, and Public Schools with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.

(g) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.

(h) Develop procedures to improve articulation systemwide.

(i) Collect and disseminate information on successful cooperative programs under Rule 6A-10.024(1), FAC.

(j) Perform such other duties as may be assigned in law or by the State Board or the Commissioner.

(3) General education.

(a) Each state university and community college shall establish a general education core curriculum, which shall require at least thirty-six (36) semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate.

(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community college to which he or she may transfer shall require any further such general education courses.

(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.

(4) The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university. It shall be awarded upon:

(a) Completion of at least sixty (60) semester hours of college credit courses exclusive of courses not accepted in the state university system, and including a general education core curriculum of at least thirty-six (36) semester hours of college credit in the liberal arts and sciences;

(b) Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the baccalaureate in the same way as "D" grades obtained by students in the state universities. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the university department or college;

(c) Completion of the requirements in Rule 6A-10.030, FAC; and

(d) Achievement of the minimum standards in Rule 6A-10.0312, FAC.

(5) College Level Examination Program (CLEP). The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in the national administration program of CLEP.

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(a) General examinations.

1. Transfer of credit under the terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of scaled scores determined to represent student achievement at or above the fiftieth (50th) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned. Minimum scaled scores for the award of credit are:

English Composition with Essay	500
Humanities	489
Mathematics	497
Natural Sciences	
Biology	50
Physical Science	49
Social Sciences and History	488

2. No more than six (6) semester credits shall be transferred in each of the five (5) areas of the general examinations: English, humanities, mathematics, natural sciences, and social sciences-history.

3. Credit for general examinations in English taken after September 1, 1979, shall be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

4. Subscores shall be used to award credit for the general examinations in natural sciences. Three (3) semester credits may be awarded for a biology subscore of fifty (50) or above and three (3) semester credits for a physical science subscore of forty-nine (49) or above.

(b) Subject examinations. Transfer of credit under terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of the fiftieth (50th) percentile or above on national norms, with no letter grades or grade points assigned. Minimum scores for the award of credit are:

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Subject matter examination	Minimum score for awarding credit	Length of course for which the examination was designed (number of semesters)	Recommended maximum semester credit
Afro-American history	50	1	3
American government	50	1	3
American history	49	2	6
American history I: Early Colonization to 1877	49	I	3
American history II: 1865 to present	49	I	3
American literature	50	2	6
Analysis & interpretation of literature	51	2	6
General biology	49	2	6
Clinical chemistry	50	Based on subject matter in clinical year training	
Calculus with elementary functions	49	2	6
Calculus with analytical geometry	49	2	6
College algebra	48	1	3
College algebra-trigonometry	50	1	3
Computers & data processing	49	1	3
Educational psychology	49	1	3
Elementary computer programming - FORTRAN IV	51	1	3
College composition	50	2	6
English literature	49	2	6
English, freshman	5I	2	6
French	56	0	I2
	49	0	9
	44	0	6
General chemistry	50	2	6
General psychology	50	1	3
Geology	49	2	6
German	55	0	I2
	52	0	9
	43	0	6
Hemotology	51	Based on subject matter in clinical year training	
History of American Education	50	1	3
Human growth & development	51	1	3
Immunohemotology	50	Based on subject matter in clinical year training	
Introduction to management	49	1	3
Introductory accounting	50	2	6
Introductory business law	5I	2	6
Introductory calculus	48	2	6
Introductory economics	48	2	6
Introductory MACRO Economics	50	1	3
Introductory MICRO Economics	50	1	3
Introductory MACRO and MICRO Economics	49	1	3
Introductory marketing	50	1	3
Introductory sociology	50	2	6
Microbiology	49	Based on subject matter in clinical year training	
Money & banking	49	1	3
Spanish	55	0	12
	48	0	9
	45	0	6
Statistics	51	1	3
Tests & measurements	49	1	3
Trigonometry	54	1	3
Western civilization	49	2	6
Western civilization I: Ancient Near East to I648	50	1	3
Western civilization II I648 to present	48	1	3

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(c) Forty-five (45) CLEP credits is the maximum that may be accepted in transfer.

(d) The institution awarding CLEP examination credit may, but need not, specify for what course(s) it is being awarded.

(6) College Board Advanced Placement Program (AP).

(a) Transfer of credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of College Board AP scores of three (3), four (4), or five (5) on any of the examinations in the program, with no letter grades or grade points assigned.

(b) The institution awarding College Board AP credit may, but need not, specify course(s) for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(c) College Board AP credit that duplicates CLEP credit shall not be awarded or accepted in transfer.

(7) International Baccalaureate (IB) Program. The transfer of credit awarded on the basis of IB examinations is mandatory, with no grades or grade points assigned and not exceeding thirty (30) semester credits for any one student. A student who scores a four (4) on a higher level examination shall earn three (3) semester credits. A student who scores a five (5) or above on a higher level examination shall earn six (6) semester credits. A student who scores a four (4) on a subsidiary level examination shall earn one (1) semester credit. A student who scores a five (5) or above on a subsidiary level examination shall earn three (3) semester credits. The course(s) for which credit is awarded shall be specified. Standard policies of the institution prohibiting credit for overlapping courses and prohibiting credit that duplicates other credit shall apply.

(8) United States Armed Forces Institute (USAFI).

(a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores prescribed in Rule 6A-10.024(5), FAC.

(c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or above.

(d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.

(f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, College Board AP, or courses taken in the institution or received in transfer.

(9) Proficiency Examination Program (PEP). The transfer of credit awarded on the basis of scores achieved on examinations in the Proficiency Examination Program is protected by this rule only for examinations taken in the national administration program of PEP. Minimum scores for the award of credit are:

Examination	Score	Semester Hours of Credit
Afro-American History	50 (standard score)	3
Microbiology	50 (standard score)	3
Physical Geology	50 (standard score)	3
Statistics	50 (standard score)	3

(10) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations available at the baccalaureate level. Such courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

(11) Limited access programs. Community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students. University limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.

(12) A state university may accept non-associate in arts degree credit in transfer based on its evaluation of the applicability of the courses to the student's program at the university.

(13) State universities and community colleges shall publish with precision and clarity in their official catalogs the admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization. Any applicable duration of requirements shall be specified. The university catalog in effect at the time of a student's initial collegiate enrollment shall govern upper division prerequisites, provided the student maintains continuous enrollment as defined in that catalog.

(14) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.

(15) By December 1, 1991, the Department and all public universities, community colleges, and school districts shall have implemented the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students, using the Florida Information Resource Network and following the procedures in the Florida Automated System for Transferring Educational Records section in

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"DOE Information Data Base Requirements: Volume I– Automated Student Information System," which is incorporated by reference in Rule 6A-1.0014, FAC.

(16) When a student transfers among institutions that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be equivalent to courses offered at the receiving institution and are entered in the course numbering system. Credit so awarded can be used by transfer students to satisfy requirements in these institutions on the same basis as native students.

(17) All postsecondary courses offered for college credit, vocational credit, or college preparatory credit, as they are defined in Rule 6A-10.033, FAC, shall be entered in the common course designation and numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.

Specific Authority 229.053(1), 240.115(1)(2) FS. Law Implemented 228.093(3)(d), 229.053(2)(c), 229.551(1)(f), 229.555(2), 229.814(5), 240.15, 240.116, 246.013 FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90.

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6A-14.031 Acceleration Mechanisms for Program Completion.

(1) Each community college degree and certificate program shall provide students opportunity to complete at least twenty-five percent (25%) of the program requirements, exclusive of transfer credit, through:

(a) Satisfactory performance on standardized, institutional, or departmental examinations;

(b) Satisfactory performance in secondary school Advanced Placement Programs of the College Entrance Examination Board;

(c) Dual enrollment in a community college or university prior to graduation from high school or community college;

(d) Demonstration of competence achieved through experiential learning; or

(e) Any combination of the above.

(2) Community colleges shall award credit for courses for which competence has been demonstrated by satisfactory performance on an examination. Institutions shall not exempt students from courses without awarding credit if competence has been so demonstrated.

(3) Community colleges shall provide for early admission according to Rule 6A-1.095(2), FAC.

(4) Community colleges shall report each year the number of students involved in and the credit awarded through the acceleration mechanisms identified herein.

(5) Community colleges shall describe the acceleration options available and the criteria governing such options in their catalogs and related publications and advisement materials.

Specific Authority 229.053(1), 240.323 FS. Law Implemented 240.115 FS. History - Formerly 6A-8.39, Repromulgated 12-19-74, Amended 4-8-75, 7-26-84, Formerly 6A-14.31.

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CHAPTER 6C-6
STUDENTS

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6C-6.001 Admissions.

(1) Based on minimum standards adopted by the Board, through rule, the Universities shall establish the criteria by rule for the admission of students.

(2) In the admission of students, the universities shall take the applicant's academic ability, and may also consider creativity, talent, and character. If determined not to be in the best interest of the university to admit an applicant because of past misconduct, the university may do so.

(3) Applicants denied admission shall be given notice of denial within a reasonable period of time following the decision. Upon the applicant's written request, the university shall provide the reasons for the rejection in writing.

(4) Each student accepted for admission shall, prior to registration, submit on a form, provided by the institution, a medical history signed by the student. Documentation of appropriate immunization for measles and rubella is required. Proof of immunization must be provided. This shall be a minimum requirement, and institutions may require in addition such other evidence of examination as they may determine necessary. Where physician examinations or certificates are required, they must be signed by a doctor of medicine or a doctor of osteopathy. The universities reserve the right to refuse registration to any student whose health record or report of medical examination indicates the existence of a condition which may be harmful to members of the university community.

(5) The universities may return to the applicant without action any application and fees received after the closing date for applications designated by each institution in its official calendar.

(6) False or fraudulent statements — In addition to any other penalties which may be imposed an individual may be denied admission or further registration, and the universities may invalidate college credit for work done by a student at an SUS institution and invalidate the degree based upon such credit if it finds that the applicant has made false or fraudulent or incomplete statements in his application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, his application for admission to, or graduation from one of the SUS institutions.

(7) Students may be required to have immunizations and to have undergone diagnostic procedures prior to registration.

(8) Each university shall provide registration opportunities for admitted transfer students that allow these students access to high demand courses comparable to that provided to native students.

(9) Each university shall provide orientation programs for first-time-in-college and transfer students.

(10) Enrollment limitations — The Board shall establish a plan for the enrollment of the State University System, consistent with the Master Plan.

(a) The Board shall recommend each budget cycle to the Legislature an enrollment plan in which each university's future FTE enrollment shall be specified for five years by level. The enrollment plan for each university shall take into account projected funding.

(b) The Board will establish an assigned FTE enrollment limit for each university for each fiscal period. This assigned FTE enrollment limit will be based upon the enrollment plan described in (a) and upon the funding decisions of the Legislature. This assigned FTE enrollment limit will constitute the maximum enrollment for that fiscal period. If actual student credit hour productivity exceeds funded enrollment, course enrollment in subsequent terms shall be controlled by the university and may be

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reduced by limiting admission of new students, limiting course loads of enrolled students and/or other measures as may be necessary to stay within funded enrollment levels.

(c) Each university shall establish, by rule, procedures and criteria to limit enrollments to be within five percent (above and below) of planned enrollment. These rules shall not be inconsistent with Board rules.

(d) Programs at the University of Florida and the University of South Florida in the Health Centers and the Institute of Food and Agricultural Sciences at the University of Florida receive separate appropriations from the Legislature; therefore, students enrolled in such programs will be excluded from the above enrollment limitations.

(e) Upper level programs registered as limited access programs with the Board and the Articulation Coordinating Committee (competitive admission due to space or fiscal limitations) and rules limiting enrollment as provided in (c) above shall observe the following guidelines in the selection of students for the spaces available in the program:

1. There will be a documented justification for the program to be classified as limited access. This documentation must be submitted to the Board for review and approval at least 6 months prior to the start of the limited access program. The criteria for assigning limited access status to an educational program includes demand by qualified students in excess of available resources (student-faculty ratios, instructional facilities, equipment, or specific accrediting requirements); standards of selectivity; and national or state needs for graduates of the program. Programs assigned limited access status will be reviewed by the Board in the course of its five-year systemwide program review process.

2. All criteria shall be approved by the Board and registered with the Articulation Coordinating Committee prior to implementation.

3. Any criteria used to select students shall not discriminate against community college transfers with Associate in Arts degrees from Florida public community colleges in favor of SUS students who are applying for admission or plan to continue enrollment after the completion of 60 semester credits at the lower division level.

4. Any criteria used to select students shall be indicators of academic ability, creativity or talent to perform required work within the program and of the potential for success.

5. Any criteria used shall be publicized with sufficient time for prospective students to adjust programs to meet criteria.

6. Where necessary to achieve established equal access enrollment goals, up to ten percent of the students may be admitted to a limited access program with different criteria.

Specific Authority 240.209(1), (3)(e) FS. Law Implemented 240.209(1), (3)(e), 240.227(8), 240.233, 240.209 FS. History—Formerly 6C-2.41, 11-18-70, Amended and Renumbered 12-17-74, Amended 1-6-76, 7-13-77, 3-21-82, 12-13-83, 8-11-85, Formerly 6C-6.01, Amended 8-31-86, 6-9-87.

6C-6.002 Entering Freshmen.

(1) Normally a diploma from a Florida public or regionally accredited high school, from an accredited out-of-state high school or, if foreign, its equivalent, or a diploma pursuant to Section 229.814, Florida Statutes, shall be required for admission of beginning freshman students to a state university. Students admitted under acceleration mechanisms in accordance with Rule 6C-6.006 are exempted from this requirement.

(2) Students applying for admission will submit test scores from the Scholastic Aptitude Test of the College Entrance Examination Board or from the American College Testing program.

(3) The Board reaffirms its Equal Educational Opportunity (EEO) commitments and will seek ways to increase the enrollment of minority students. Students may be considered eligible for admission to any of the state universities in each of the following three alternative ways, except as provided in subsection (4) below:

(a) A student applying for admission who has a satisfactory high school record, including at least a "B" average (3.0 on a 4.0 scale) in the required high school academic units normally offered in grades 9 through 12, and who submits other appropriate evidence that the student can be expected to carry out successful academic progress in the university, is academically eligible for admission to any of the universities. In computing the high school grade point average for purposes of admission to a State university, additional weights will be assigned to grades in Honors and Advanced Placement courses. The high school academic unit requirements are as follows:

English[1]	4
Math[2]	3
Natural Science[3]	3
Social Science[4]	3
Foreign Language[5]	2
Additional Academic Electives from the Above Five Subject Areas and Courses Recommended by the Florida Association of School Administrators, or Other Groups, and Recommended by the Articulation Committee, and Approved by the Department of Education	4
TOTAL	19

[1] Three of which must have included substantial writing requirements.

[2] At the Algebra I and above levels.

[3] Two of which must have included substantial laboratory requirements.

[4] Includes History, Civics, Political Science, Economics, Sociology, Psychology and Geography.

[5] Both credits must be in the same language. An alternative method for students to demonstrate equivalent foreign language competence by examination to meet admissions requirements is described in 6C-6.004(1)(c).

(b) A student applying for admission who has less than a "B" average in the required academic

units described in (a) above, must present a combination of high school GPA and admission test scores equivalent to a 2.5 (on a 4.0 scale) in the required academic units, and a 900 on the combined verbal and quantitative parts of the Scholastic Aptitude Test of the College Entrance Examination Board, or a comparable score on the American College Testing Program as indicated on the list below. Academic eligibility for admission will be determined according to the following Admissions Scale:

If the High School GPA in the required academic courses equals any entry in this column,

GPA	SAT	ACT*	Enhanced ACT**
2.0	1,050	24	25
2.1	1,020	23	24
2.2	990	22	23
2.3	960	21	22
2.4	930	20	21
2.5	900	19	21
2.6	890	19	21
2.7	880	18	20
2.8	870	18	20
2.9	860	18	20

the SAT/ACT*/Enhanced ACT** Score must equal or exceed the corresponding entry in the appropriate column below.

* ACT exam taken prior to October, 1989
** ACT exam taken during or after October, 1989

(c) A student applying for admission who does not meet these requirements may bring to a university other important attributes or special talents and may be admitted if, in the judgment of an appropriate faculty committee, it is determined from appropriate evidence that the student can be expected to do successful academic work as defined by the institution to which the student applies. Changes in the portion of a university's entering freshmen admitted under this alternative, based upon a university validation study with a 50 percent probability of success in the first year, may be approved by the Board. The university will provide an individual learning plan for each student and will submit annual followup reports of the success of those students admitted under this alternative for Board review.

(d) In determining eligibility for admission, a university will provide for reasonable substitution for any course or high school unit distribution requirement for any person who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. In determining whether to grant a substitution, a university will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142. The State Board of Education will prescribe in rule the definitions of disabilities to which this paragraph 6C-6.002(3)(d) applies, and each university will provide for substitute admission requirements where appropriate.

(4) The universities have the authority to adopt and promulgate rules which have the effect of increasing the standards for eligibility for admission, as listed in alternatives (3)(a) and (b) above, or to provide additional criteria in making admissions decisions. Changes to these institutional rules will be reviewed annually by the Board prior to September 1.

Specific Authority 240.209(1), (3)(e) FS. Law Implemented 240.209(1), (3)(e), 240.227(8), 240.115(4), 240.152, 240.233, 232.246 FS. History—Formerly 6C-2.42, 11-18-70, Amended 5-27-74, Amended and Renumbered 12-17-74, Amended 6-25-80, 3-21-82, 6-16-84, Formerly 6C-6.02, Amended 6-14-86, 6-30-87, 10-19-88, 1-23-90.

6C-6.003 Entering or Transferring Graduate Students and Post-Baccalaureate Professional Students.

(1) Each applicant to a graduate degree program or to a post-baccalaureate professional program shall be required to meet minimum systemwide requirements.

(2) Each applicant to a graduate degree program or to a post-baccalaureate professional program must have a bachelor's degree or equivalent from a regionally accredited institution and meet at least one of the following criteria.

(a) Earned a "B" average or better in all work attempted while registered as an upper division student working for a baccalaureate degree, or

(b) A total Quantitative-Verbal Graduate Record Examination score of 1000 or higher or an equivalent score on an equivalent measure approved by the Board, or

(c) A graduate degree from a regionally accredited institution.

(3) Each applicant to a graduate program or a post-baccalaureate professional program shall be required to present his/her score on the Aptitude Test of the Graduate Record Examination, or an

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equivalent score on an equivalent measure approved by the Board. The university may waive this requirement in individual cases.

(4) Applicants denied admission shall be given notice of denial within a reasonable period of time following the decision. Upon the applicant's written request, the university shall provide the reasons for the rejection in writing. Applicants denied admission who meet the minimum systemwide standards may request reconsideration by written request to the university within thirty days of the date of denial. The request shall contain reasons why reconsideration is warranted. Each university shall establish the method for reconsideration by rule.

(5) The Board encourages each university to impose more restrictive admission requirements than the above established for post-baccalaureate programs. These criteria shall be published, and the university catalog shall give notice where copies of such criteria may be obtained.

(6) In any academic year, up to 10 percent of the graduate students may be admitted as exceptions to these criteria. The university may develop criteria for students admitted as exceptions.

(7) Students who do not meet the systemwide criteria and who wish to enroll in courses but not degree programs at the post-baccalaureate level may enroll under the classification of special post-baccalaureate non-degree students. Universities wishing to admit special post-baccalaureate non-degree students to graduate degree programs after the students have satisfactorily completed a specified number of credits may do so provided that the number so admitted is included as part of the 10 percent exception, as defined in (6) above.

Specific Authority 240.209(1), (3)(m), 240.233 FS. Law Implemented 240.209(1), (3)(m), 240.227(8), 240.233 FS. History—Formerly 6C-2.43, 11-18-70, Amended 11-30-70, Amended and Renumbered 12-17-74, Amended 1-24-77, 2-28-78, 10-17-78, 8-11-85, Formerly 6C-6.03.

6C-6.004 Transfer Students — Undergraduate.

(1) Each university shall develop admission policies governing the acceptance of undergraduate transfer students. Exceptions may be made on an individual basis when a student, in the judgment of an appropriate university committee, can reasonably be expected to do satisfactory academic work in the program and institution to which admission is sought. Applicants must meet the following minimum requirements.

(a) Be in good standing and eligible to return to the last institution attended as a degree-seeking student.

(b) A grade point average of at least 2.0 on a 4.0 system on all college-level academic courses attempted.

(c) Completed two years of one foreign language in high school, pursuant to Paragraph 232.2462(1)(a), F.S., or 8 to 10 semester hours in the undergraduate institution attended. An alternate method for students to demonstrate equivalent foreign language competence is by means of the foreign language examinations published under the title of MAPS by the College Entrance Examination Board. The scores that evidence equivalent competence are:

Examination	Score
French Listening/Reading — ACH	450
German Listening/Reading — ACH	480
Hebrew Reading — ACH	497
Italian Listening/Reading — ACH	450
Latin Reading — ACH	443
Russian Listening/Reading — ACH	430
Spanish Listening/Reading — ACH	440

In the case of a student wishing to demonstrate competence by examination in a foreign language other than those identified above, the standards and methods to be used will be identified by the university. Until August 1, 1991, transfer students are exempt from this admissions requirement if they received an Associate of Arts degree prior to September 1, 1987, or if prior to August 1, 1989, they enroll in a program of studies leading to an Associate degree from a Florida community college and maintain continuous enrollment until they are admitted to a university. Continuous enrollment will be established if the student enrolls at least one term each twelve month period beginning with the student's first enrollment in a community college and continuing until the student enrolls in a university.

(d) Until August 1, 1991, each university may admit a limited number of freshmen and transfer undergraduate students who have not met the above foreign language requirement if there is evidence that the applicants will do successful academic work at the admitting university. The number of applicants admitted to the University System under this paragraph shall not exceed 5 percent of the total number of applicants to the State University System in each academic year.

(e) All undergraduate students must satisfy the foreign language requirement prior to admission to the upper division at a state university.

(2) Transfer Credit.

(a) Each university shall require applicants for transfer to submit complete academic transcripts from all institutions attended which shall list all courses for which the student was enrolled each term, the status in each course at the end of each term, all grades and credits awarded, and a statement explaining the grading policy of the institution.

(b) Each college-level academic course in which a grade of "D" or better was awarded shall be received, accepted, and retained as part of the transferring student's record by the receiving university in order that the appropriate college may determine the additional courses needed for the baccalaureate degree. This rule does not remove the university's minimum upper division credit requirements for graduation, but it does permit Florida public community college transfer students to satisfy curriculum requirements on the basis of a minimum number of credit courses completed in

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excess of 64 academic semester hours, when such credits are applicable for the program the student is entering.

(c) College-level academic courses completed by a student at a regionally or nationally accredited collegiate institution prior to graduation from high school may be accepted for transfer by a university provided the courses are applicable to a degree program offered at that institution.

(d) Credit earned in an external degree program shall not be accepted for transfer to a university unless such credit was earned through a collegiate institution accredited by the appropriate regional accrediting association.

(e) College credits earned by high school or college students on the basis of the College Entrance Examination Board's Advanced Placement Program, the International Baccalaureate Program or College Level Examination Program (CLEP) shall be accepted for transfer by a university provided the scores attained by the student on these examinations meet the standards established by the institution for the award of credit to its native students.

(3) AA Degree Graduates from Florida Community Colleges and SUS Universities.

(a) Admission of Associate of Arts degree graduates from Florida Community College and State University System institutions will be governed by the Articulation Agreement between the state universities and public junior colleges of Florida, as approved by the Board and the Board of Education.

(b) Within curriculum, space, and fiscal limitations, admission as a junior to the upper division of a university shall be granted to any graduate of a state approved Florida community college or SUS institution who has completed the university parallel program and received the Associate in Arts degree, provided the degree has been awarded on the basis of the following:

1. At least 60 semester hours of academic work exclusive of occupational courses and basic required physical education courses;

2. An approved general education program of at least 36 semester hours; and

3. A grade point average of at least 2.0 on a 4.0 system on all college level academic courses attempted, provided that only the final grade received in courses repeated by the student shall be used in computing the average.

(c) Effective August 1, 1991, in addition to the Associate in Arts degree, the student must have completed two years of one foreign language in high school or the equivalent of such instruction at the postsecondary level, as defined in Paragraph (1)(c), above.

(4) Transfers who have not received the AA Degree from Florida Community Colleges or SUS Institutions.

(a) In addition to the general requirements described in subsection (1) above, undergraduate transfer students who have not earned the AA degree from an approved Florida public institution and who seek admission to the lower division of a university should satisfy the same admission requirements as beginning freshmen, provided, however, that with approval of the Chancellor and of the Executive Director of the Community College System exceptions may be granted.

(b) In determining eligibility for admissions of undergraduate transfer students who have not earned the AA degree from an approved Florida public institution, a university will provide for reasonable substitution for any course or high school unit distribution requirement for any person who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. In determining whether to grant a substitution, a university will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142. The State Board of Education will prescribe in rule the definitions of disabilities to which this paragraph 6C-6.004(4)(b) applies, and each university will provide for substitute admission requirements where appropriate.

(c) Except for special purpose programs approved by the Board, transfer applicants for admission to the upper division of a university shall have completed the following:

1. At least 60 semester hours of transfer credit in college-level academic courses, exclusive of occupational courses and basic required physical education courses, and

2. The prerequisite courses listed by the upper division program to which admission is sought.

(d) Any student admitted prior to August 1, 1991, who has not completed two years of one foreign language in high school or the equivalent of two years of such high school foreign language in the undergraduate institution attended shall, prior to progression to the upper division of a university, successfully complete 8 to 10 semester hours of postsecondary level instruction in one foreign language. An alternate method for students to demonstrate equivalent foreign language competence is by means of the foreign language examinations published under the title of MAPS by the College Entrance Examination Board. The scores that evidence equivalent competence are listed under Paragraph (1)(c), above. In the case of a student wishing to demonstrate competence by examination in a foreign language other than those identified in Paragraph (1)(c), above, the standards and methods to be used will be identified by the university. After August 1, 1991, all transfer students must have completed two years of one foreign language in high school or the equivalent of two years of such high school foreign language in the undergraduate institution attended or demonstrate equivalent foreign language competence by means of the foreign language examinations published under the title MAPS as listed in Paragraph (1)(c), above.

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(5) Graduation Requirements — Each university shall determine when the student has met requirements for a degree.

(a) Florida community college and state university students who have been certified as having completed an approved general education program prior to transfer will be considered as having met the general education requirements of the receiving university.

(b) Courses in which "D" grades were earned prior to transfer will be treated as if the grades were earned at the receiving university. The department or college in which the student enrolls shall, at its discretion, determine whether or not courses in which a student received "D" grades may be used to satisfy requirements in the student's major field. The university awarding the bachelor's degree shall determine the courses in the major taken prior to transfer.

(c) Any student admitted without two years of one foreign language in high school or the equivalent of such instruction at the postsecondary level must satisfy the admissions requirement, as prescribed in Paragraph (1)(c), above, prior to graduation.

(d) The graduation requirements in effect at the receiving university at the time a student enrolls at a Florida community college shall apply to that student in the same manner that graduation requirements of the SUS university apply to its native students, provided the student has had continuous enrollment as defined in the SUS institution's catalog.

Specific Authority 240.209(1), (3)(e), 240.227(8), 240.233 FS. Law Implemented 240.209(1), (3)(e), 240.227(8), 240.152, 240.233 FS. Chapter 89-381, Section 29, Laws of Florida. History—Formerly 6C-2.44 and 6C-2.45, 11-18-70, Amended 7-6-72, Amended and Renumbered 12-17-74, Amended 8-1-84, 8-11-85, Formerly 6C-6.04, Amended 6-20-87, 1-6-88, 10-19-88, 1-23-90.

6C-6.005 Acceptance of College Credit by Examination.

(1) The universities shall accept for credit College Level Examination Program (CLEP) and other State Board of Education approved standardized examinations when presented by students who are admitted and/or enrolled.

(a) In the case of the CLEP and other approved examinations, cut-off scores or percentiles (whichever are appropriate), as well as the minimum amount of credit that will be awarded by universities, are specified in the Articulation Agreement between the Public Universities and Community Colleges found in Rule 6A-10.024.

(b) Credit awarded by universities on the basis of CLEP or other approved standardized examinations shall be fully transferable to all universities in the State University System.

(2) Credits earned through the CLEP or other approved standardized examination programs shall not be included in enrollment data for budget purposes.

Specific Authority 240.209(1), (3)(e) FS. Law Implemented 240.209(1), (3)(e), 240.115(5), 240.116(1), (3) FS. History—Formerly 6C-2.67, 11-5-73, Amended and Renumbered 12-17-74, Amended 8-11-85, Formerly 6C-6.05, Amended 10-19-88.

6C-6.006 Acceleration Mechanisms for Program Completion.

(1) Each baccalaureate degree program offered by a university shall be designed so that students may complete a minimum of twenty-five percent (25%) of degree requirements through the acceleration mechanism listed below:

(a) Achievement of specified performance levels on appropriate recognized standardized, institutional or departmental examinations,

(b) Recognition of satisfactory performance in secondary school Advanced Placement Programs of the College Entrance Examination Board or International Baccalaureate Program,

(c) Dual enrollment in a community college or university prior to graduation from high school or community college, or

(d) Any combination of the above acceleration mechanisms.

(2) In order to facilitate acceleration, each university must award credit for specific courses for which competency has been demonstrated by successful passage of an exemption or waiver examination. Universities may not exempt students from courses without the award of credit if competencies have been so demonstrated.

(3) Each university shall establish a program of early admission for public school students qualifying for such a program under provisions of subsection 6A-1.095(2) of the regulations of the State Board of Education.

(4) Each university shall describe clearly the various options available for acceleration and the criteria governing such options in its catalog and other appropriate publications or advisement materials.

Specific Authority 240.209(1), (3)(e) FS. Law Implemented 240.209(1), (3)(e), 240.115(4), 240.116(1), (6) FS. History—Formerly 6C-2.69, 1-7-75, Amended and Renumbered 12-17-74, Amended 1-10-78, 8-11-85, Formerly 6C-6.06, Amended 10-19-88, 3-29-89.

6C-6.007 Traveling Scholar Program. The universities shall have the authority to establish a traveling scholar program to enable a graduate student to take advantage of special resources available on another campus but not available on his own campus.

Specific Authority 240.209(1), (3)(m) FS. Law Implemented 240.209(1), (3)(m) FS. History—Formerly 6C-2.46, 11-18-70, Amended and Renumbered 12-17-74, Amended 8-11-85, Formerly 6C-6.07.

6C-6.008 Undergraduate Interinstitutional Transient Registration. The universities may, at their discretion, enable an undergraduate student to take advantage of special resources and programs available on another campus but not available at the student's own university.

Specific Authority 240.209(1), (3)(m) FS. Law Implemented 240.209(1), (3)(m) FS. History—Adopted 7-6-72, Amended and Renumbered 12-17-74, Amended 6-12-75, 8-11-85, Formerly 6C-6.08.

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APPENDIX B

Tables

TABLE 1

DEGREES GRANTED PER
100,000 TOTAL POPULATION
1988

STATE	TOTAL POPULATION	ALL INSTITUTIONS NUMBER	RANK
Alabama	4,083,000	391	31
Alaska	525,000	174	51
Arizona	3,386,000	365	35
Arkansas	2,388,000	295	48
California	27,663,000	327	42
Colorado	3,296,000	490	14
Connecticut	3,211,000	425	22
Delaware	644,000	504	13
Dist. Columbia	622,000	1,079	1
Florida	12,023,000	262	49
Georgia	6,222,000	307	44
Hawaii	1,083,000	342	40
Idaho	998,000	304	46
Illinois	11,582,000	411	25
Indiana	5,531,000	481	17
Iowa	2,834,000	580	8
Kansas	2,476,000	474	19
Kentucky	3,727,000	315	43
Louisiana	4,461,000	364	36
Maine	1,187,000	432	21
Maryland	4,535,000	393	30
Massachusetts	5,855,000	710	4
Michigan	9,200,000	415	23
Minnesota	4,246,000	487	15
Mississippi	2,625,000	350	38
Missouri	5,103,000	457	20
Montana	809,000	512	12
Nebraska	1,594,000	528	9
Nevada	1,007,000	193	50
New Hampshire	1,057,000	624	7
New Jersey	7,672,000	304	45
New Mexico	1,500,000	303	47
New York	17,825,000	487	16
North Carolina	6,413,000	389	33
North Dakota	672,000	626	6
Ohio	10,784,000	408	27
Oklahoma	3,272,000	414	24
Oregon	2,724,000	401	28
Pennsylvania	11,936,000	478	18
Rhode Island	986,000	785	2
South Carolina	3,425,000	366	34
South Dakota	709,000	527	10
Tennessee	4,855,000	358	37
Texas	16,789,000	342	39
Utah	1,680,000	660	5
Vermont	548,000	742	3
Virginia	5,904,000	409	26
Washington	4,538,000	391	32
West Virginia	1,897,000	396	29
Wisconsin	4,807,000	527	11
Wyoming	490,000	332	41

Source: National Center for Educational Statistics, 1990.

TABLE 2

FLORIDA PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY
1986-87 TO 1988-89

YEAR	TOTAL	WHITE	BLACK	HISPANIC	OTHER
1986-87	83,692	60,693	15,270	6,520	1,209
1987-88	90,792	65,663	16,248	7,441	1,440
1988-89	92,449	65,034	17,710	8,028	1,677

Source: Bureau of Program Support Services, Division of Public Schools, 1990.

TABLE 3

TRENDS IN PLANS OF FLORIDA PUBLIC HIGH SCHOOL GRADUATES
TO ENTER INSTITUTIONS OF HIGHER EDUCATION
WITHIN AND OUTSIDE OF FLORIDA
1974 TO 1989

LOCATION	PERCENT ENTERING POSTSECONDARY EDUCATION IN THE FALL OF: 1974	1979	1984	1988*
Percent Entering Institutions Within Florida				
4-Year Degree Granting	13.54	15.31	16.14	17.76
2-Year Degree Granting	26.31	25.37	27.93	31.50
Total Degree Granting	39.86	40.68	44.07	49.26
Other Postsecondary	3.17	3.32	5.00	4.59
Total Postsecondary Within Florida	43.03	44.00	49.07	53.85
Percent Entering Institutions Within and Outside Florida				
4-Year Degree Granting	20.74	22.81	23.93	26.83
Total Degree Granting	47.06	48.18	51.87	58.33
Other Postsecondary	3.73	4.33	6.15	5.78
Total Postsecondary Within Florida and Outside Florida	50.79	52.51	58.02	64.11

*Includes graduates receiving special diplomas.

Source: Division of Public Schools, Department of Education, 1990.

TABLE 4

SUMMARY OF APPLICATIONS, ADMISSIONS, AND ENROLLMENTS
STATE UNIVERSITY SYSTEM
1984 TO 1989

	1984	1987	1988	1989
First-Time-In-College:				
No. of Applicants	32,294	41,457	47,394	49,215
No. Admitted	20,819	24,751	26,670	26,400
No. Enrolled	10,470	11,501	12,731	12,228
% of Admitted Enrolled	50.3%	46.5%	47.7%	46.3%
Community College Transfers:				
No. of Applicants	NA	15,167	16,904	19,053
No. Admitted	NA	11,469	12,707	14,497
No. Enrolled	9,217	8,513	9,438	10,577
% of Admitted Enrolled	NA	74.2%	74.3%	73.0%

Source: Board of Regents Fact Books, 1984-85, 1987-88, 1988-89, and preliminary 1989-90 data.

TABLE 5

SUMMARY OF APPLICATIONS, ADMISSIONS, AND ENROLLMENTS
BY INSTITUTION IN THE STATE UNIVERSITY SYSTEM
1988

	SUS	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
First-Time-In-College:										
No. of Applicants	47,394	11,888	13,384	3,977	7,170	2,064	998	4,840	2,219	854
No. Admitted	26,670	6,869	7,864	2,157	4,804	773	762	1,994	888	559
% of Applicants Admitted	56.3%	57.8%	58.8%	54.2%	67.0%	37.5%	76.4%	41.2%	40.0%	65.5%
No. Enrolled	12,731	3,123	3,287	1,365	2,206	341	395	1,196	540	278
% of Admitted Enrolled	47.7%	45.5%	41.8%	63.3%	45.9%	44.1%	51.8%	60.0%	60.8%	49.7%
Community College Transfers:										
No. of Applicants	16,904	2,837	3,375	342	3,119	1,383	679	2,239	2,164	766
No. Admitted	12,707	1,563	2,491	151	2,687	1,101	617	1,877	1,492	728
% of Applicants Admitted	75.2%	55.1%	73.8%	44.2%	86.1%	79.6%	90.9%	83.8%	68.9%	95.0%
No. Enrolled	9,438	1,176	1,762	120	1,885	862	484	1,388	1,140	621
% of Admitted Enrolled	74.3%	75.2%	70.7%	79.5%	70.2%	78.3%	78.4%	73.9%	76.4%	85.3%
Other Undergraduate Transfers:										
No. of Applicants	15,628	2,795	2,793	754	3,041	1,678	606	1,705	1,824	432
No. Admitted	8,104	924	1,451	206	1,963	976	463	762	995	364
% of Applicants Admitted	51.9%	33.1%	52.0%	27.3%	64.6%	58.2%	76.4%	44.7%	54.6%	84.3%
No. Enrolled	4,924	576	782	142	1,136	644	290	434	647	273
% of Admitted Enrolled	60.8%	62.3%	53.9%	68.9%	57.9%	66.0%	62.6%	57.0%	65.0%	75.0%

Source: State University System Fact Book, 1988-89.

TABLE 6

STUDENT PERFORMANCE
IN SUS UPPER DIVISION

	1988-89	1987-88	1986-87	1985-86
HEADCOUNT:				
CCS AA Grads	31,167	29,769	39,741	30,603
	34.99%	34.29%	40.22%	38.41%
SUS Natives	23,818	21,632	27,652	16,387
	26.74%	24,91%	28.00%	20.57%
Others	34,095	35,421	31,384	32,683
	38.27%	40.80%	31.78%	41.02%
Mean Cum GPA:				
CCS AA Grads	2.72	2.70	2.7	2.7
SUS Natives	2.80	2.79	2.8	2.7
Others	2.77	2.75	2.8	2.7
3.0 % Above GPA:				
CCS AA Grads	36.1%	35.3%	35.1%	37.5%
SUS Natives	37.4%	36.8%	37.4%	35.2%
Others	39.9%	38.5%	40.3%	38.7%
Below 2.0 GPA:				
CCS AA Grads	10.7%	11.7%	11.2%	11.4%
SUS Natives	2.1%	1.9%	1.9%	3.1%
Others	8.2%	8.9%	8.2%	5.5%
Suspended:				
CCS AA Grads	3.0%	3.4%	2.8%	2.8%
SUS Natives	.8%	1.0%	.9%	1.2%
Others	2.6%	2.8%	2.3%	1.5%
Graduated:				
CCS AA Grads	20.3%	20.2%	15.1%	14.5%
SUS Natives	25.6%	24.3%	18.8%	21.7%
Others	22.6%	21.4%	15.7%	17.9%
Avg SSH Per Term:				
CCS AA Grads	8.9	8.7	8.6	9.2
SUS Natives	10.8	10.6	10.4	11.1
Others	8.8	8.5	8.6	10.8
Avg Tot SSH To Degree:				
CCS AA Grads	138.1	137.7	137.8	127.0
SUS Natives	133.4	134.0	134.3	119.3
Others	140.0	139.9	141.0	121.7

Source: Division of Community Colleges, 1990.

TABLE 7

ENROLLMENT IN DEGREE PROGRAMS
DIVISION OF COMMUNITY COLLEGES
1984-84 AND 1988-89

	--------Full-Time Equivalent---------		
	1984-85	1988-89	% Change
Advanced and Professional	66,636	83,060	+24.6%
Postsecondary Vocational	35,290	34,935	+1.0%

	----------Headcount----------		
	1984-85	1988-89	% Change
Associate in Arts	153,621	175,551	+14.3%
Associate in Science	66,435	57,800	-13.0%

Source: Associate in Arts Program Review, Division of Community College, 1990.

TABLE 8

FETPIP
1988-89 ASSOCIATE OF ARTS GRADUATES' OUTCOMES
FOR RECORDS REPORTED TO FETPIP FOR FOLLOW-UP DATA COLLECTION
REPORT PREPARED FOR THE POSTSECONDARY EDUCATION PLANNING COMMISSION

COMMUNITY COLLEGE	AAs RPRTD	CONT. ED. SUS		CONT. ED. COMM COLL		NOT FOUND ED. FOUND EMPLOYED	IN MILITARY SERVICE	# NOT FOUND AT ALL	% OF ALL W/MATCH DATA	PERCENT NOT CONT. ED. (SUS OR COMM COLL)
Brevard	1,033	614	59%	94	9%	199	1	125	88%	31%
Central Florida	346	199	58%	30	9%	71	1	45	87%	34%
Chipola	195	134	69%	5	3%	33	0	23	88%	29%
Daytona	473	313	66%	28	6%	76	1	55	88%	28%
CCJ	1,034	662	64%	74	7%	179	0	119	88%	29%
Florida Keys	54	24	44%	7	13%	15	0	8	85%	43%
Gulf Coast	344	228	66%	25	7%	55	0	36	90%	26%
Indian River	317	184	58%	27	9%	67	0	39	88%	33%
Broward	1,036	665	64%	62	6%	199	0	110	89%	30%
Lake City	171	92	54%	18	11%	42	0	19	89%	36%
Manatee	555	364	66%	2	0%	125	0	64	88%	34%
Miami-Dade	3,207	1,863	58%	245	8%	687	1	411	87%	34%
Okaloosa-Walton	308	208	68%	18	6%	46	0	36	88%	27%
Palm Beach	970	661	68%	51	5%	170	0	88	91%	27%
Pensacola	730	482	66%	33	5%	98	0	117	84%	29%
Polk	411	234	57%	24	6%	101	0	52	87%	37%
Sante Fe	915	621	68%	80	9%	119	1	94	90%	23%
Seminole	566	390	69%	30	5%	107	0	39	93%	26%
South Florida	89	43	48%	6	7%	25	0	15	83%	45%
St. John's	148	72	49%	14	9%	43	0	19	87%	42%
St. Petersburg	1,437	900	63%	9	1%	340	2	186	87%	37%
Tallahassee	1,043	803	77%	34	3%	123	0	83	92%	20%
Pasco-Hernando	194	101	52%	9	5%	56	0	28	86%	43%
Valencia	1,282	804	63%	81	6%	246	0	151	88%	31%
Hillsborough	934	622	67%	35	4%	176	0	101	89%	30%
Total	17,792	11,283	63%	1,041	6%	3,398	7	2,063	88%	31%

Source: Florida Education and Training Placement Information Program, 1990.

TABLE 9

LIMITED ACCESS PROGRAMS
APPROVED BY THE BOARD OF REGENTS
BY INSTITUTION
1990-91

CIP	PROGRAM TITLE	UF	FSU	FAMU	FAU	UWF	UNF	UCF	FIU	USF
010103	Food & Resource	*								
010603	Ornamental Hort	*		*						
020201	Animal Science	*		*						
020206	Dairy Science	*								
020209	Poultry Science	*								
020301	Food Science	*								
020402	Agronomy	*								
020403	Horticulture Sc	*								
020501	Soils Science	*								
030501	Forestry	*								
040201	Architecture	x		x						*
040501	Interior Design	x	x						*	
040601	Landscape Arch	x							*	
050102	American Studies	*	*							*
050103	Asian Studies	*	*							
060101	Business Gen'l		x				*	*	*	x
060201	Accounting	x	x	*	x	*	*	x	*	x
060301	Banking/Finance	x	x	*	x	*	*	x	*	x
060401	Business Admin	x	x	*	x	*	*	x	x	x
060501	Economics			*		*	*	x		x
060701	Hotel/Restauran		x					*	*	
060801	Insurance/Risk	x	x				*		*	
060901	Internat Busi		x		x				*	
061303	Management				*			x		x
061401	Marketing	x	x	*	x	*	*	x	*	x
061601	Personnel Mgt				x					
061701	Real Estate	x	x		x		*		*	
090101	Mass Commun	*	x		*	*	*	x	*	x
090201	Advertising	x	x							
090401	Journalism	x		*				x		
090501	Public Relation	x								
090701	Radio & TV	x						x		
100104	Motion Pict. Tech							x		
110101	Computer Scienc	x	x	*	x	*	*	*	*	
131001	Special Ed	*	*		x	x	x	x	*	x
131005	Emotionally Han	*							*	x
131006	Mentally Handi	x	x			x			*	x
131009	Visual Disabil		x							

x = Limited Access Program
* = Non-limited Access Program

CIP	PROGRAM TITLE	UF	FSU	FAMU	FAU	UWF	UNF	UCF	FIU	USF
131011	Spec Learn Disa	*	x						*	x
131012	Speech Correct	x								
131202	Elementary	x	x	*	x	x	x	x	*	x
131203	Jr High Ed				*	x				
131204	Pre-elementary	*	x		*	x			*	
131205	Secondary Ed	*	*	*			x			
131301	Ag Ed	x		*						
131302	Art Ed	x	x	*	*	x	x	x	*	x
131303	Business Educ				*	x	*	x		x
131305	English Ed	*	x	*	*	x	x	x	*	x
131306	Foreign Lang Ed	*	x		*	x		x	*	x
131307	Health Ed	x	x			x			*	*
131308	Home Ed Ed	*	x						*	
131311	Math Ed	*	x	*	*	x	x	x	*	x
131312	Music Ed	x	x	*	*	*	x	x	*	x
131314	Physical Ed	x	x	*	x	x	x	x	*	x
131316	Science Ed	*	x	*	*	x	x	x	*	x
131318	Social Studies	*	x	*	*	x		x	*	x
131320	Trade/Industr E	*	*	*		x	x	x	*	x
131322	Classics Ed									x
131325	Mass Comm/Eng E									*
131327	Sec Sci/Math Ed		x							
131398	Speech/English					*		*		*
140101	Engineering, GE	x						*		x
140201	Aerospace Eng	x						*		
140301	Ag Engineering	*								
140701	Chemical Eng	x	*	*						x
140801	Civil Eng	*	*	*				x	*	x
140901	Computer Eng							x		x
141001	Electrical Eng	x	*	*	*			x	*	x
141401	Envirnmntl Heal	*						x		
141701	Industrial Eng		*	*				x	*	x
141901	Mechanical Eng	x	*	*	*			x	*	x
142001	Metal/Mater Eng	*								
142301	Nuclear Eng	*								
142601	Land Surveying	*								
142701	Industr/Systems	x			*				*	
150103	Building Constr	x						*		
150202	Design Technolo							x		
150303	Electronics Tec			*				x	*	
150504	Envrnmntl Tech							*	*	
159901	Engineering Tech								*	x
159902	Operations Tech	*						x		
160402	Russian	*	*							*
160501	German	*	*		*				*	*

x = Limited Access Program
* = Non-limited Access Program

CIP	PROGRAM TITLE	UF	FSU	FAMU	FAU	UWF	UNF	UCF	FIU	USF
160901	French	*	*	*	*	*		*	*	*
160905	Spanish	*	*		*	*		*	*	*
170?09	Radiologic Sci							X		
170310	Medical Tech	X	*		*	X		X	X	*
170508	Physician Assis	X								
170807	Occ Therapy	X							X	
170813	Physical Therap	X	*	*					X	
170818	Resp Therapy	*		*				*		
179901	Allied Health	*								
180103	Audiol/Speech P		X					*		*
180703	Medical Records							X		
180703	Med. Records Adm			*			*	*	*	
181101	Nursing	X	X	*	X	*	X	X	*	X
181401	Pharmacy	X		X						
190503	Dietetics	X	*						X	
230101	English, Gen	X	*	*	*	*	*	*	*	*
230201	Classics	*	*							*
230601	Linguistics	*			*				*	*
231001	Speech/Debate/C	X						X		*
24C101	Liberal Arts	*	*	*	*	*		*	*	X
240104	New College									X
240198	Humanities		*		*			*		*
260301	Botany	*						*		*
260305	Plant Pathology	*								
260501	Microbiology	*						*		*
260701	Zoology	*						*		*
260702	Entomology & Nemo	*								
270101	Mathematics	*	X	*	*	*	*	*	*	X
270501	Statistics	*	*				*	*	*	
309901	Indpndnt/Interdi	X								*
310301	Parks & Rec	X	X						*	
380101	Philosphy	*	*		*	*		*	*	*
380201	Religion	*	*			*			*	*
400201	Astronomy	*								
400501	Chemistry	*	*	*	*	*	*	*	*	*
400601	Geology	*	*		*				*	*
400801	Physics	*	*	*	*	*		*	*	*
420101	Psychology, Gen	X	*	*	*	*	*	*	*	*
430104	Crminal Justice	X	*	*	*	*	*	*	*	*
440701	Social Work		*	*	*	*		X	*	X
450201	Anthropology	*	*		*	*		*		*
450601	Economics	X	X	*	*	*	*	*	*	*
450701	Geography	*	*		*					*
450801	History	X	*	*	*	*	*	*	*	*
451001	Poli Sci/Govt	X	*	*	*	*	*	*	*	*

x - Limited Access Program
* - Non-limited Access Program

CIP	PROGRAM TITLE	UF	FSU	FAMU	FAU	UWF	UNF	UCF	FIU	USF
451101	Sociology	x	*	*	*	*	*	*	*	*
500301	Dance		x							*
500402	Graphic Design	x	x	*						
500501	Dramatic Arts	x	x	*	*	*		*	*	*
500601	Motion Picture		x							
500701	Fine Arts	x	x		*	*	*	*	*	*
500703	Art History	*	*			*				*
500901	Music, General		x		*				*	
500902	Music History	x	x							
500903	Music Perform	x	x	*		*	x	*		*
500904	Music Comp		x							
500905	Music Theory		x							
Total Number of Limited Access Programs		51	44	2	12	16	12	37	5	37

x = Limited Access Program
* = Non-limited Access Program

Source: State University System, 1990.

TABLE 10

1990 LIMITED ACCESS PROGRAMS
STATE UNIVERSITY SYSTEM

UNIVERSITY		NATIVE	CC-AA TRANS	NO-AA TRANS	SUS TRANS	FLA TRANS	OUT-OF-STATE	UNCLASS	TOTAL
SUS	(Number)	12,738	14,888	4,961	1,616	1,642	3,404	1,119	40,368
	(Percent)	31.6%	36.9%				8.4%		
UF	(Number)	6,067	3,026	1,053	459	200	830	130	11,765
	(Percent)	51.6%	25.7%				7.0%		
FSU	(Number)	3,022	2,739	529	276	103	573	104	7,346
	(Percent)	41.1%	37.3%				7.8%		
FAMU	(Number)	123	50	65	41	10	13	1	303
	(Percent)	40.6%	16.5%				4.3%		
USF	(Number)	2,067	3,636	976	330	468	909	312	8,698
	(Percent)	23.8%	41.8%				10.5%		
FAU	(Number)	199	1,440	932	203	423	506	245	3,948
	(Percent)	5.0%	36.5%				12.8%		
UWF	(Number)	34	391	160	24	3	91	37	740
	(Percent)	4.6%	52.8%				12.3%		
UCF	(Number)	1,102	2,692	844	222	368	342	172	5,742
	(Percent)	19.2%	46.9%				6.0%		
FIU	(Number)	66	502	198	27	52	72	73	990
	(Percent)	6.7%	50.7%				7.3%		
UNF	(Number)	58	412	204	34	15	68	45	836
	(Percent)	6.9%	49.3%				8.1%		

Source: Preliminary Fall 1990 Upper Level Headcount, State University System, 1990.

TABLE 11

1990 NON-LIMITED ACCESS PROGRAMS
STATE UNIVERSITY SYSTEM

UNIVERSITY		NATIVE	CC-AA TRANS	NO-AA TRANS	SUS TRANS	FLA TRANS	OUT-OF-STATE	UNCLASS	TOTAL
SUS	(Number)	9,756	17,06(	7,317	,741	1,895	4,540	2,167	44,476
	(Percent)	21.9%	38.4%				10.2%		
UF	(Number)	1,590	597	232	89	49	257	47	2,861
	(Percent)	55.6%	20.9%				9.0%		
FSU	(Number)	2,498	2,656	504	277	108	579	109	6,731
	(Percent)	37.1%	39.5%				8.6%		
FAMU	(Number)	1,229	211	210	19	42	123	9	1,843
	(Percent)	66.7%	11.4%				6.7%		
USF	(Number)	1,650	2,795	782	242	334	954	273	7,030
	(Percent)	23.5%	39.8%				13.6%		
FAU	(Number)	237	1,004	948	159	328	507	262	3,445
	(Percent)	6.9%	29.1%				14.7%		
UWF	(Number)	136	824	397	80	7	206	80	1,730
	(Percent)	7.9%	47.6%				11.9%		
UCF	(Number)	1,010	2,677	1,235	303	370	414	232	6,241
	(Percent)	16.2%	42.9%				6.6%		
FIU	(Number)	1,097	4,893	2,446	296	562	1,164	1,007	11,465
	(Percent)	9.6%	42.7%				10.2%		
UNF	(Number)	309	1,403	563	216	95	336	148	3,070
	(Percent)	10.1%	45.7%				11.0%		

Source: Preliminary Fall 1990 Upper Level Headcount, State University System, 1990.

TABLE 12

FIRST-TIME-IN-COLLEGE STUDENTS BY RACE/ETHNICITY
STATE UNIVERSITY SYSTEM
1985 TO 1989

YEAR	TOTAL NUMBER	WHITE NUMBER	WHITE PERCENT	BLACK NUMBER	BLACK PERCENT	HISPANIC NUMBER	HISPANIC PERCENT	OTHER NUMBER	OTHER PERCENT
1985	12,690	10,027	79.0	1,620	12.8	752	5.9	291	2.3
1986	13,174	10,240	77.7	1,854	14.1	759	5.8	321	2.4
1987	13,317	10,144	76.2	1,992	15.0	861	6.5	320	2.4
1988	14,527	10,740	73.9	2,364	16.3	1,010	7.0	413	2.8
1989	13,985	9,807	70.1	2,609	18.7	1,080	7.7	489	3.5
Difference:	1,295	(220)	(8.9)	989	5.9	328	1.8	198	1.2
% Change:	10.2	(2.2)		61.0		43.6		68.0	

Source: Office for Equal Opportunity Programs, State University System, 1990.

TABLE 13

FALL ENROLLMENT BY RACE
STATE UNIVERSITY SYSTEM
1985 TO 1989

YEAR	TOTAL NUMBER	WHITE NUMBER	WHITE PERCENT	BLACK NUMBER	BLACK PERCENT	HISPANIC NUMBER	HISPANIC PERCENT	OTHER NUMBER	OTHER PERCENT
1985	141,449	115,721	81.8	11,730	8.3	11,454	8.1	2,544	1.8
1986	145,223	118,152	81.4	12,495	8.6	11,711	8.1	2,865	2.0
1987	145,989	118,046	80.9	12,789	8.8	12,025	8.2	3,129	2.1
1988	152,418	121,702	79.8	13,861	9.1	13,177	8.6	3,678	2.4
1989	163,032	128,008	78.5	15,818	9.7	14,942	9.2	4,264	2.6
Difference:	21,583	12,287	(3.3)	4,088	1.4	3,488	1.1	1,720	0.8
% Change:	15.3	10.6		34.9		30.5		67.6	

Source: Office for Equal Opportunity Programs, State University System, 1990.

TABLE 14

ENROLLMENT BY RACIAL ETHNIC GROUP AND BY PROGRAM
COMMUNITY COLLEGE SYSTEM
1984-85 TO 1988-89

	ASSOCIATE IN ARTS					ASSOCIATE IN SCIENCE					VOCATIONAL CERTIFICATE				
	84-85	85-86	86-87	87-88	88-89	84-85	85-86	86-87	87-88	88-89	84-85	85-86	86-87	87-88	88-89
HEADCOUNT															
Black	13,318	11,432	12,018	12,826	14,371	7,085	5,951	6,074	5,988	6,183	2,482	2,513	2,470	2,312	2,704
Hispanic	13,264	12,734	13,957	14,909	16,671	5,031	4,827	5,064	5,114	5,542	264	223	286	278	288
White	121,053	104,928	113,696	125,009	137,717	52,179	45,478	43,988	43,498	44,020	9,382	9,062	9,709	9,023	8,179
Other	5,986	5,516	5,664	6,140	6,792	2,140	2,024	1,934	1,920	2,055	277	305	302	253	316
Total	153,621	134,610	145,335	158,884	175,551	66,435	58,280	57,060	56,520	57,800	12,405	12,103	12,767	11,866	11,487
PERCENTAGE															
Black	8.67	8.49	8.27	8.07	8.18	10.67	10.21	10.65	10.59	10.70	20.01	20.76	19.35	19.49	23.54
Hispanic	8.63	9.46	9.60	9.38	9.50	7.57	8.28	8.87	9.05	9.59	2.13	1.84	2.24	2.34	2.51
White	78.80	77.95	78.23	78.68	78.45	78.54	78.04	77.09	76.96	76.16	75.63	74.88	76.05	76.04	71.20
Other	3.9	4.1	3.9	3.87	3.87	3.22	3.47	3.39	3.4	3.55	2.23	2.52	2.36	2.13	2.75
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: Division of Community Colleges, 1990.

TABLE 15

COMMUNITY COLLEGE TRANSFER STUDENTS (CCT) ENROLLMENT BY RACE/ETHNICITY
STATE UNIVERSITY SYSTEM
1985 TO 1989

YEAR	TOTAL NUMBER	WHITE NUMBER	WHITE PERCENT	BLACK NUMBER	BLACK PERCENT	HISPANIC NUMBER	HISPANIC PERCENT	OTHER NUMBER	OTHER PERCENT
1985	5,898	4,882	82.8	323	5.5	583	9.9	110	1.9
1986	6,345	5,242	82.6	342	5.4	624	9.8	137	2.2
1987	6,569	5,468	83.2	323	4.9	653	9.9	125	1.9
1988	8,086	6,791	84.0	376	4.7	751	9.3	168	2.1
1989	9,046	7,520	83.1	415	4.6	885	9.8	226	2.5
Difference:	3,148	2,638	0.3	92	(0.9)	302	(0.1)	116	0.6
% Change:	53.4	54.0		28.5		51.8		105.5	

NOTE: For these data, a CCT is a student who transfers from a Florida community college with an Associate in Arts degree.

Source: Office for Equal Opportunity Programs, State University System, 1990.

TABLE 16

NUMBER AND PERCENTAGE OF GRADUATES
BY ETHNIC GROUP
A.A. DEGREE PROGRAM

	1988-89		1987-88		1986-87		1985-86		1984-85	
	Number	%	Number	%	Number	%	Number	%	Number	%
Alien	437	2.31%	360	2.12%	382	2.51%	391	2.80%	420	2.86%
Asian	327	1.73	203	1.19	224	1.47	181	1.29	163	1.11
Indian	53	.28	56	.33	44	.29	28	.20	35	.24
Black	987	5.22	792	4.66	811	5.34	684	4.89	802	5.46
Hispanic	2241	11.86	2062	12.13	1847	12.15	1711	12.23	1796	12.22
White	14857	78.60	13523	79.57	11894	78.24	10994	78.59	11479	78.11
Total	18902	100.00	16996	100.00	15202	100.00	13989	100.00	14695	100.00
Handicapped	182	.96	170	1.00	134	.88	129	.92	178	1.21
Ltd Eng Prof	15	.08	9	.05	16	.11	36	2.53	13	.09
Disadvantaged	2206	11.67	1591	9.36	1568	10.31	1423	10.17	1697	11.55

Source: Division of Community Colleges, 1990.

TABLE 17

BACHELOR'S DEGREES AWARDED BY RACE
STATE UNIVERSITY SYSTEM
1984/85 TO 1988/89

YEAR	TOTAL NUMBER	WHITE NUMBER	WHITE PERCENT	BLACK NUMBER	BLACK PERCENT	HISPANIC NUMBER	HISPANIC PERCENT	OTHER NUMBER	OTHER PERCENT
1984-85	20,312	17,223	84.8	1,396	6.9	1,374	6.8	319	1.6
1985-86	21,093	17,808	84.4	1,429	6.8	1,486	7.0	370	1.8
1986-87	20,431	17,209	84.2	1,344	6.6	1,528	7.5	350	1.7
1987-88	20,574	17,437	84.8	1,216	5.9	1,546	7.5	375	1.8
1988-89	22,467	18,824	83.8	1,296	5.8	1,867	8.3	480	2.1
Difference:	2,155	1,601	(1.0)	(100)	(1.1)	493	1.5	161	0.5
% Change:	10.6	9.3		(7.2)		35.9		50.5	

Source: Office for Equal Opportunity Programs, State University System, 1990.

TABLE 18

STUDENT FINANCIAL AID
ACADEMIC YEARS 1989-90 THROUGH 1990-91

	ACTUAL APPROP 1989-90	NUMBER APPLCTNS 1989-90	AWARDS TO DATE 1989-90
TOTALS	$64,965,038	98,644	44,240
NEED-BASED AID			
Fl Student Asst. Grants	$21,555,880	66,859	19,338
College Career Work Exp.	$841,503	--	--
Public School Work Exp.	$257,547	--	--
Seminole & Miccosukee	$82,944	25	15
Children of Dec & Dis Vets	$47,755	64	46
Confederate Memorial	$3,300	81	22
Percentage of Total Aid	35.1%		
ACHIEVEMENT-BASED AID			
Fl Undrgrdte Scholars	$16,195,800	10,452	6,902
Fl Graduate Scholars	$860,000	98	65
Robert Byrd Scholarship	$300,000	304	201
Virgil Hawkins Fellowship	$300,000	60	60
Jose Marti Challenge Grant	$300,000	440	15
Challenger Astronauts Mem	$20,000	69	20
Student Regent Scholarship	$5,000	1	1
McLeod Bethune Cookman	--	--	--
Percentage of Total Aid	27.7%		
TEACHER PREPARATION PROGRAMS			
CTS Programs			
-Teacher Schlrshp Loan	$2,760,224	1,413	546
-Tuition Reimbursement	$498,547	1,524	801
-Loan Forgiveness	$353,888	378	231
Chappie James Teacher	$2,676,000	1,051	709
Paul Douglas Schlrshp	$865,000	655	165
Master Teacher Fllwshp Loan	$250,000	96	29
Exceptional Child Schlrshp	$119,000	--	--
Percentage of Total Aid	11.6%		
TUITION SUBSIDY PROGRAMS			
Tuition Vouchers	$16,672,650	15,074	15,074
Percentage of Total Aid	25.7%		

Notes: Tuition reimbursement is based on 1988-89 awards and applications. Chappie James 1990-91 budget includes improvement issue of two awards per public high school. Florida undergraduate scholars' fund For 1990-91 includes improvement issue for valedictorians.

Source: Office of Student Financial Assistance, Department of Education, 1990.